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BULLETIN

MEMPHIS STATE
COLLEGE

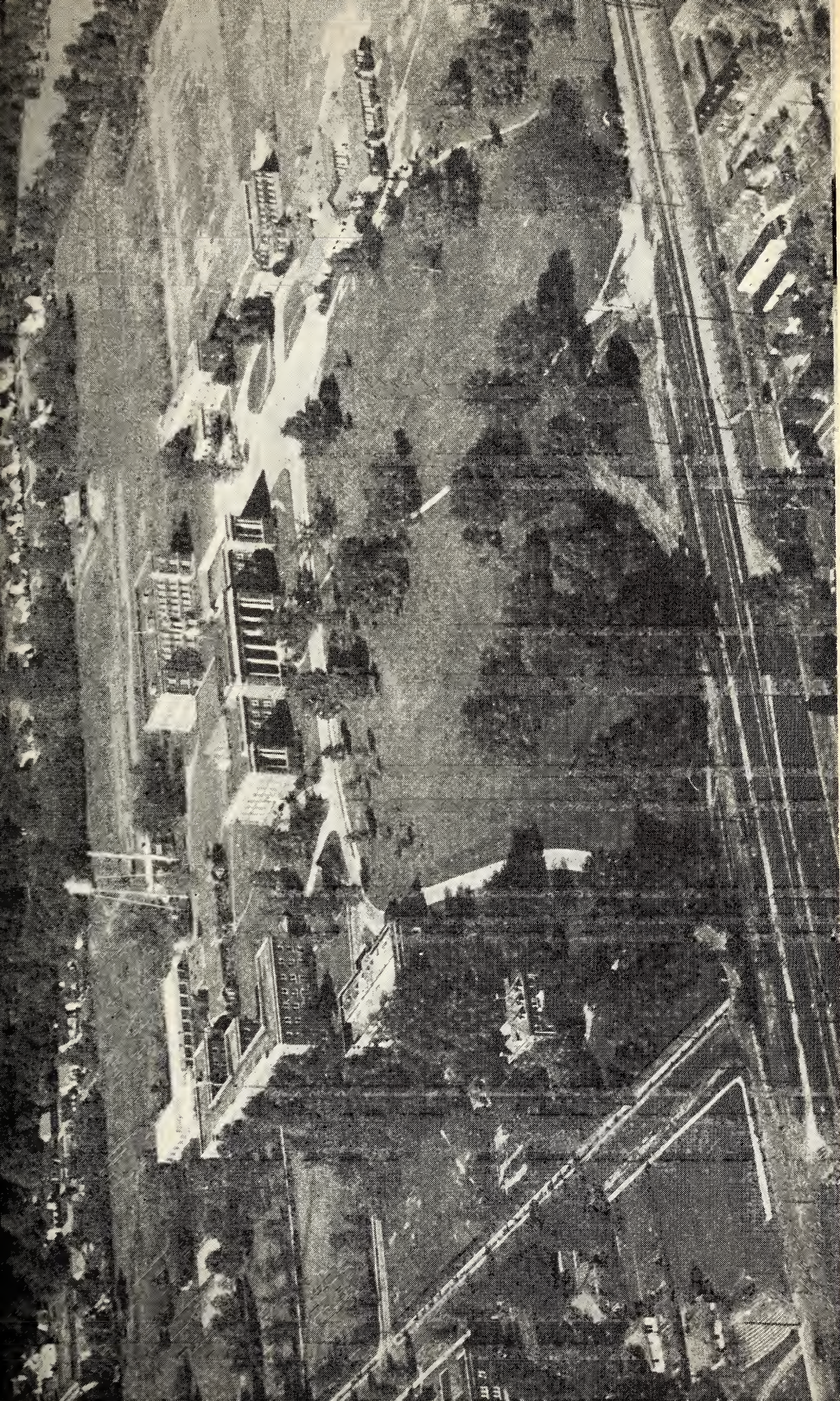
REGISTER 1947-48

ANNOUNCEMENTS 1948-49

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Under Authority of the State Board of Education





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MEMPHIS STATE COLLEGE



Member of:

The Southern Association of Colleges and Secondary Schools

The American Council on Education

The Tennessee College Association

Southern Intercollegiate Athletic Association

The Thirty-Seventh Session Will Open

MONDAY, SEPTEMBER 20, 1948

CALENDAR, 1948-1949

1948

SEPTEMBER								NOVEMBER							
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1949

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COLLEGE CALENDAR, 1948-49

Fall Quarter

September 20—8:00 a.m.—Registration Juniors and Seniors
September 20—2:00 p. m.—College Faculty Meeting
September 21-22—Freshman Conference and Registration
September 23—Registration, Sophomores
September 24—Classes Meet as Scheduled
November 11—Armistice Day—Holiday
November 25-28—Thanksgiving Holidays
December 17—Fall Quarter Ends

Winter Quarter

January 3-4—Registration
January 5—Classes Meet as Scheduled
March 18—Winter Quarter Ends

Spring Quarter

March 21-22—Registration
March 23—Classes Meet as Scheduled
April 15-16—Easter Holidays
June 3—Spring Quarter Ends
June 6—Commencement Exercises

Summer Quarter

June 8—Registration
June 9—Classes Meet as Scheduled
July 4—Holiday
July 15—First Term Ends
July 16—Registration for Second Term
August 20—Summer Quarter Ends

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STATE BOARD OF EDUCATION

GOVERNOR JIM NANCE McCORD.....	Nashville
COMMISSIONER BURGIN E. DOSSETT, Chairman.....	Nashville
SUPERINTENDENT E. C. BALL.....	Memphis
HON. R. L. FORRESTER.....	Watertown
DR. NOMAN FROST.....	Nashville
HON. W. R. LANDRUM.....	Trenton
MRS FERDINAND POWELL.....	Johnson City
HON. BARTOW STRANG.....	Chattanooga
HON. LAWRENCE TAYLOR.....	Jackson
HON. W. R. WEBB.....	Bell Buckle
HON. SAM WILSON.....	Loudon

**COUNTY AND CITY SUPERINTENDENTS
OF WEST TENNESSEE**

<i>County or City</i>	<i>Name</i>	<i>P. O. Address</i>
Benton.....	W. C. JOHNSON.....	Camden
Carroll.....	R. C. AUSTIN.....	Huntingdon
Chester.....	R. E. HENSON.....	Henderson
Covington.....	R. K. CASTELLAW.....	Covington
Crockett.....	R. L. CONLEY.....	Alamo
Decatur.....	JACK STEVENS.....	Decaturville
Dyer.....	H. CLAUDE MORE.....	Dyersburg
Dyersburg.....	G. D. STEPHENSON.....	Dyersburg
Fayette.....	J. R. MARTIN.....	Somerville
Gibson.....	C. H. COLE.....	Trenton
Hardeman.....	QUINNIE ARMOUR.....	Bolivar
Hardin.....	HOMER SNODGRASS.....	Savannah
Haywood.....	JOE NAYLOR.....	Brownsville
Henderson.....	IRA POWERS.....	Lexington
Henry.....	MARY SUE DUNN.....	Paris
Humboldt.....	W. E. WILSON.....	Humboldt
Jackson.....	D. E. RAY.....	Jackson
Lake.....	JACK BREWER.....	Tiptonville
Lauderdale.....	S. E. PIERCE.....	Ripley
McNairy.....	B. T. KISER.....	Selmer
Madison.....	BRUCE BAILEY.....	Jackson
Memphis.....	E. C. BALL.....	Memphis
Milan.....	L. S. MILES.....	Milan
Obion.....	MILTON HAMILTON.....	Union City
Paris.....	W. O. INMAN.....	Paris
Shelby.....	SUE M. POWERS.....	Memphis
Tipton.....	EUGENE YOUNGER.....	Covington
Trenton.....	LYLE PUTNAM.....	Trenton
Union City.....	J. A. BARKSDALE.....	Union City
Weakley.....	J. T. MILES.....	Dresden

COUNTY AND CITY HIGH SCHOOLS OF WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Principal</i>
Adamsville.....	Adamsville.....	Carlie Hughes
Alamo.....	Alamo.....	T. M. Strange
Beech Bluff.....	Beach Bluff.....	Neil Davis
Bells.....	Bells.....	B. J. Crider
Bethel Springs.....	Bethel Springs.....	J. C. Taylor
Big Sandy.....	Big Sandy.....	Victor Lind
Blackwell, Nicholas.....	Bartlett.....	R. B. Hunt
Bolton	Brunswick.....	Louise B. Barrett
Bradford.....	Bradford.....	W. Mitchell Bennett
Brighton.....	Brighton.....	J. H. Bennett
Buchanan.....	Buchanan.....	Joe Morgan
Byars Hall.....	Covington.....	J. E. Simonton
Central.....	Bolivar.....	C. B. Hanna
Central.....	Bruceton.....	Joe Herndon
Central.....	Camden.....	E. J. Clements
Central.....	Memphis.....	R. G. King
Central.....	Savannah.....	Rex C. Turman
Chester County.....	Henderson.....	Arvie Hurst
Clarksburg.....	Clarksburg.....	W. T. Beers
Cloverdale.....	Elbridge.....	W. B. Hargett
Collierville.....	Collierville.....	Herman Osteen
Cottage Grove.....	Cottage Grove.....	C. V. Flowers
Decatur County.....	Decaturville.....	C. R. Avery
Dixie.....	Union City, Rt. 2.....	Lester H. Allen
Dresden.....	Dresden.....	W. L. Darnell
Dyer.....	Dyer.....	M. D. Barron
Dyersburg.....	Dyersburg.....	Morgan Christian
Fayette County.....	Somerville.....	J. W. Harden
Friendship.....	Friendship.....	J. F. Bailey
Gadsden.....	Gadsden.....	W. F. Latham
Gibson.....	Gibson.....	R. F. Raines
Gleason.....	Gleason.....	Chas. Butler
Grand Junction.....	Grand Junction.....	J. S. Smith
Greenfield.....	Greenfield.....	Russell Tuck
Grove High.....	Paris.....	Charles Pitner
Halls.....	Halls.....	H. C. McCorkle
Hamlett-Robertson.....	Crockett Mills.....	Melvin Carlton
Haywood County.....	Brownsville.....	Lloyd Wilson
Henry.....	Henry.....	C. K. Pullen

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Holladay.....	Holladay.....	Leslie Smothers
Hornbeak.....	Hornbeak.....	C. D. Parr
Humboldt.....	Humboldt.....	W. E. Wilson
Humes.....	Memphis.....	D. M. Hilliard
Huntingdon.....	Huntingdon.....	C. H. Pudor
Jackson High School.....	Jackson.....	Lowell Crane
Kenton.....	Kenton.....	A. V. Downtin
Lexington.....	Lexington.....	W. L. Bobbitt
McKenzie.....	McKenzie.....	A. J. Steele
Malesus.....	Malesus.....	W. C. Patterson
Martin.....	Martin.....	E. B. Eller
Mason Hall.....	Kenton, Rt. 4.....	J. W. Roberts
Maury City.....	Maury City.....	W. H. Smith
Medina.....	Medina.....	Joe Norvell
Mercer.....	Mercer.....	J. E. Mays
Messick.....	Memphis.....	T. H. Grinter
Michie.....	Michie.....	N. N. Norton
Middleton.....	Middleton.....	L. M. Ross
Milan.....	Milan.....	L. S. Miles
Millington.....	Millington.....	William L. Osteen
Morris Chapel.....	Morris Chapel.....	N. B. Carman
Munford.....	Munford.....	C. T. Willis
Newbern.....	Newbern.....	J. L. Mullins
Northside.....	Jackson.....	C. J. Huckaba
Obion.....	Obion.....	W. W. Wallace
Palmersville.....	Palmersville.....	W. H. Craven
Parsons.....	Parsons.....	Dick Ayers
Peabody.....	Trenton.....	Lyle Putnam
Pinson.....	Pinson.....	R. E. Bright
Puryear.....	Puryear.....	T. D. Taylor
Ramer.....	Ramer.....	L. G. Vaughan
Ridgely.....	Ridgely.....	V. L. DeShazo
Ripley.....	Ripley.....	B. L. Drinkard
Rives.....	Rives.....	W. L. Algea
Rutherford.....	Rutherford.....	Raymond Kenny
Saltillo.....	Saltillo.....	James L. Webb
Sardis.....	Sardis.....	G. R. Haley
Scott's Hill.....	Scott's Hill.....	J. B. Austin
Selmer.....	Selmer.....	C. D. Gallaher
Sharon.....	Sharon.....	J. R. Fisher
Shiloh.....	Pittsburgh.....	Dewey White
South Fulton.....	Fulton, Ky.....	Slayden Douthitt

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
South Side.....	Memphis.....	C. H. Wadley
Spring Hill.....	Trenton.....	W. G. Robinson
Springville.....	Springville.....	Mrs. Lucille Bucy Walters
Technical High.....	Memphis.....	J. L. Highsaw
Tiptonville.....	Tiptonville.....	Jimmie Thomas
Treadwell.....	Memphis.....	W. L. Maybry
Trezevant.....	Trezevant.....	A. M. Taylor
Trimble.....	Trimble.....	Wilton Roberts
Troy.....	Troy.....	W. B. Forrester
Union City.....	Union City.....	J. C. Maddox
Whitehaven.....	Whitehaven.....	F. S. Elliott
Whiteville.....	Whiteville.....	Rush Siler
Williams, Mabel C.....	Germantown.....	Shannon Robison
Woodland.....	Woodland Mills.....	Lester S. Betty
Yorkville.....	Yorkville.....	Riley Dennington
Young, J. B.....	Bemis.....	Alton Copeland

**WEST TENNESSEE COUNTY AND CITY
ELEMENTARY SUPERVISORS**

<i>County</i>	<i>Postoffice</i>	<i>Supervisor</i>
Benton.....	Camden.....	Mrs. Wyly C. Lockhart
Carroll.....	Huntingdon.....	Mrs. Sue McMackins
Crockett.....	Alamo.....	Miss Nell Carter
Decatur.....	Decaturville.....	Mrs. Allie Mae Stevens
Dyer.....	Dyersburg.....	Mrs. Margaret Pope
Gibson.....	Trenton.....	Miss Dorothy Smith
Hardeman.....	Bolivar.....	Mrs. Oma G. Dixon
Hardin.....	Savannah.....	Miss Viola Parvin
Haywood.....	Brownsville.....	Miss Minnie McRae Powell
Henderson.....	Lexington.....	Miss Nora Smith
Henry.....	Paris.....	Miss Mary E. Cannon
Lauderdale.....	Ripley.....	Miss Winnie Lee Bizzell
McNairy.....	Selmer.....	Miss Kathleen Wright
Madison.....	Jackson.....	Mrs. Hilda Robbs Cawthorn
Obion.....	Union City.....	C. D. Hilliard
Shelby.....	Memphis.....	Mr. Arthur C. Rauscher
Tipton.....	Covington.....	Miss Dorothy Flowers
Weakley.....	Dresden.....	Mrs. Joan Keadle

<i>City</i>	<i>County</i>	<i>Supervisor</i>
Jackson.....	Madison.....	Mrs. Frances Barker
McKenzie.....	Carroll.....	Miss Annie Williams
Memphis.....	Shelby.....	Miss Edna Sebralla, Primary Supervisor
Memphis.....	Shelby.....	Miss Margaret Williams, Intermediate Supervisor
Newbern.....	Dyer.....	Mrs. Ann Jones
Union City.....	Obion.....	Miss Louise Oakley

COLLEGE ADMINISTRATION: OFFICERS AND ASSISTANTS

J. MILLARD SMITH, B.S., M.A.....	President
R. M. ROBISON, A.B., M.A.....	Acting Dean
R. P. CLARK, B.S., M.A.....	Acting Registrar
FLORA H. RAWLS, B.A., M.A.....	Dean of Women
LAMAR NEWPORT, B.A., M.S.....	Bursar
KATHRYN QUISENBERRY.....	Secretary to the President
ETHEL LEWIS.....	Secretary to the Dean
MAY HUTCHINSON LANDIS.....	Secretary to the Registrar
CLARA GOWEN, B.S.....	Secretary to the Registrar
CHARLOTTE WATKINS, B.S.....	Secretary to the Bursar
HELEN BRYANT, B.S.....	Secretary to Dean of Women
STELLA C. CRUMBAUGH.....	Secretary, Alumni Office
JAMES H. TAYLOR.....	Bookkeeper
MRS. HELEN S. PEEBLES, A.B.....	Dietitian
MRS. ANNILEE M. RUDOLPH, B.A.....	Hostess, Mynders Hall
MRS. FRANCES DUNCAN.....	Asst. Hostess, Mynders Hall
MRS. RUBY HEJKAL.....	Hostess, Boys' Dormitory
DR. A. G. HUDSON.....	College Physician
RAY HERZOG.....	Engineer
MARGARET H. WARNO.....	Manager, Bookstore
CLARA HALTOM, B.S.....	Secretary, Veterans Coordinator
MARGARET WILSON, B.S.....	Secretary to High School Visitor
JOHN W. RICHARDSON, JR., B.S., M.A.....	Supervisor
MARY BAKER, B.S., M.A.....	Supervisor

FACULTY COMMITTEES, 1947-48

ADMINISTRATIVE: Administrative Officers, and Chairmen of Departments.

ATHLETIC: Robison, Johnson, Curlin, Mitchell, Newport, Davis, Humphreys, Hatley.

BUILDING AND GROUNDS: Coltharp, Street, Frederick, Snyder, Freeman.

ENTRANCE AND CREDITS: Clark, Kaltenborn, Rudolph, Allen, Hughes.

LIBRARY: Evans, Cobb, Holmes, McNess, Rudolph, Sisco.

PUBLICATIONS AND PUBLICITY: Mitchell, Flowers, Heatherly, Newport.

ASSEMBLY PROGRAM: Eaheart, Austin, McCormack, Heiskell, White,

RELIGIOUS ACTIVITIES: Brown, Hudson, McBride, Lundy.

SCHOLARSHIP AND LOANS: Hayden, Smith, Henderson, Levy, Freeman.

STUDENT ACTIVITIES: Rawls, Newport, Roane, Rumble, Clark, and four class presidents.

STUDENT ELECTIONS: Mitchell, Robison, Rawls, Clark.

VETERANS WELFARE: Davis, Hejkal, Virginia Johnson, R. W. Johnson, Street.

FLOWER: Smith, Rawls, Newport.

DISCIPLINE: Rawls, Robison, Brown, Clark, McCormack.

DRAMATIC AND DEBATING: Evans, Brown, Allen, White.

COLLEGE FACULTY

1947-48

J. MILLARD SMITH..... *President*

B.S. (1929) Memphis State College; A.M. (1930) George Peabody College for Teachers; graduate student, University of Chicago (1933); dean, Memphis State College (1933-37); State Commissioner of Education, 1938; president Tennessee Polytechnic Institute (1938-40); director of instruction, Memphis City Schools (1940-46); present position, 1946-.

CRAWFORD W. ALLEN..... *Assistant Professor, English*

A.B. (1931) Harding College; M.A. (1932) University of Oklahoma; graduate study, Vanderbilt University, 1932-33, and University of Southern California, 1936-37; instructor in English and history, Abilene Christian College, 1934-36; teaching fellow in English, University of Southern California, 1936-37; instructor in English; Mississippi State College, 1938-43; professor of English, Harding College, summer, 1946; present position, 1946-.

SAM ANDERSON..... *Associate Professor, Mathematics*

A.B. (1929), Southwestern; M.A. (1932) George Peabody College; present position, 1946-.

MARGARET R. ASHFORD..... *Assistant Librarian*

B.S. (1944) Mississippi State College for Women; M.A. (1946) George Peabody College for Teachers; teacher-librarian, Indianola High School, Indianola, Mississippi (1944-45); Reference librarian, Goodwyn Institute library; present position, 1947-.

L. C. AUSTIN..... *Assistant Professor Music*

Mus. Grad. (1911), Valparaiso University; graduate student at Chicago Musical College, Northwestern University; B.S. (1924), M.A. (1926), George Peabody College; instructor in music, Valparaiso University, seven years; present position, 1915-.

WILLIAM V. BADGER..... *Associate Professor, History*

B.S. (1935), George Peabody College; M.A. (1936), George Peabody College; graduate study, Harvard University, summers 1939, 1940; George Peabody College, 1941-43. Atlanta Public Schools, 1936-42; assistant in history, George Peabody College, 1942-43; Winthrop College, 1943-46; associate professor of history, New Mexico State Teachers College, 1946-47; McMurry College, 1947; present position, 1948-.

PETER BANNON..... *Professor, English*

B.A. (1936), State University of Iowa; M.A. (1937), Ibid.; Ph. D. (1943), Ibid. Graduate Assistant, State University of Iowa, 1935-37; Assistant Professor, The University of Nanking, 1937-42; Instructor, State University of Iowa, 1943-45; Assistant Professor, Morningside College, 1945-46; Associate Professor, Ibid., 1946-47; present position, 1947-.

COLLEGE FACULTY—Continued

- ARTHUR P. BOUVIER.....*Professor, English*
 B.A. (1921), University of Minnesota; Ph.D. (1943) University of Minnesota; Instructor, University of Minnesota, 1924-25, 1936-43; Chairman, English Department, University of Hawaii, 1943-44; associate professor, Connecticut College, 1944-46; associate Professor and assistant dean of liberal arts, Associated Colleges of Upper New York, 1946-47; present position, 1948-.
- VIRGINIA LOUISE BRAKEFIELD.....*Instructor, Commerce*
 B.S. (1945) Memphis State College; present position, 1945-.
- JEAN INGRAM BROOKES.....*Associate Professor, History*
 A.B. (1919) Washington University; M.A. (1920), Radcliffe College; Ph.D. (1926), University of Chicago. Instructor and assistant professor of history, Goucher College, 1926-1933; assistant professor of history, Mississippi State College for Women, 1937-1941; teacher in Army Air Force Radio School, Scott Field, 1943-1946; present position, 1947-.
- CHARLES S. BROWN.....*Associate Professor, Social Science*
 A.B. (1931), Union University; M.A. (1940), George Peabody College for Teachers; principal of Capleville High School, 1924-31; instructor in history, summer school Union University, 1933; present position, 1940-.
- E. L. BROWN.....*Librarian*
 B.A. (1931), Berea College; B.S. in L.S. (1935), Peabody Library School; M.A. (1938), Univ. of Michigan; librarian, Murray State Teachers College, 1935-1947; present position, 1947.
- FISHER A. BUCKINGHAM.....*Associate Professor, Business Administration*
 B.S. (1916) University of California, Berkeley; M.A. (1947) University of California; professor of commerce, Armstrong College, 1946-47; present position, 1947-.
- C. R. BURGESS.....*Associate Professor, Business Administration*
 A.B. (1931) Bowling Green College of Commerce; M.Ed. (1936) University of Pittsburgh; teaching in high schools, fifteen years; Acting Head, Department of Economics, Georgetown College, 1945-46; Instructor in Economics, University of Louisville, 1946-47; present position, 1948-.
- DOROTHY WILSON CLARK.....*Instructor, Mathematics*
 B.S. (1927) M.A. (1932), George Peabody College for Teachers; supervising teacher Memphis State College Training School, (1929-1934); teacher Miss Hutchinson's School for Girls, 1939-1943; present position, 1946-.
- R. P. CLARK.....*Acting Registrar*
 B.S. (1928) Memphis State College; M.A. (1933) George Peabody College for Teachers; instructor in mathematics, Grove High School, Paris, Tennessee (1928-34); supervising teacher, Memphis State College Training School, (1934-42); Mathematics Department, Memphis State College, (1942-46); present position, 1946-.

COLLEGE FACULTY—Continued

- MYRTLE COBB**..... *Associate Professor, Elementary Education*
 A.B. (1929), Pennsylvania College for Women; M.A. (1932), University of Pittsburgh; graduate study, University of Chicago, 1931, 1936 and Northwestern University, 1940; instructor at State Teachers College, Slippery Rock, Pennsylvania, 1935-36; instructor at University of Pittsburgh, summers 1932-34; instructor at Mount Mercy College, 1935-36; instructor at Northwestern University, 1939-40; Memphis State College, 1940-.
- R. J. COLTHARP**..... *Associate Professor, Industrial Arts*
 A.B. (1927), Western Union College, LeMars, Iowa; M.S. (1938), Kansas State Teachers College, Pittsburg, Kansas; assistant professor, Georgia Teachers College, Collegeboro, Georgia, 1941-42; Bell Aircraft supervisor 1942-43; associate professor, Georgia Teachers College, 1943-45; present position, 1945-.
- ROBERT E. L. CRANE**..... *Associate Professor, Social Sciences*
 B.A. (1938), A.M. (1939), The University of Texas, graduate fellow 1939, The University of Texas, assistant professor of history, Memphis State College, February 1940-September 1941, supervisor, research division, Federal Works Agency, 1941-1942, military service 1942-1946, instructor, The University of Texas 1946-1947, present position 1947-.
- EDWARD I. CRAWFORD**..... *Associate Professor, Business Administration*
 B.S. (1916) University of Washington, M.S. (1936) University of Southern California, Ed. D. (1946) New York University; practice of public accounting, 3 years; head of department of Business Administration Kansas Wesleyan College, 1940-41; Simpson College, 1942-44; Rollins College, 1944-1946; present position, 1946-.
- JAMES C. CRUMBAUGH**..... *Instructor, Psychology*
 B.A. (1935) Baylor University; M.A. (1939) Southern Methodist University; graduate student, Vanderbilt University, summer 1943; high school teacher, 1938-40; assistant psychologist, U. S. Army Air Forces Cadet Classification Program, 1942-45; present position, 1947-.
- ZACH CURLIN**..... *Assistant Professor, Physical Education*
 B.A. (1914), Vanderbilt University; LL.B. (1919), University of Memphis; director of physical education, Hendrix College, 1923-24; present position, 1924-.
- LEO DAVIS**..... *Associate Professor, Health*
 B.A. (1933), Bethel College; graduate student, University of Tennessee; M.S. (1941), George Peabody College for Teachers; present position, 1939-.
- SARAH KELSEY DAY**..... *Instructor, Music*
 B.S. (1945), M.A. (1947), Texas State College for Women; teacher of music, Alamogordo, New Mexico Public Schools 1945-46; instructor in piano, Texas State College for Women, 1946-47; present position, 1948-.

COLLEGE FACULTY—Continued

- WILLIE MAY DUBARD**..... *Assistant Professor, English*
A.B. (1905) Martha Washington College; B.S. (1929) Peabody College; M.A. (1930) Peabody College; principal of Grenada High School, 1920-29; English, Mississippi State and Mississippi College, summers, 1921-26; English, State Teachers College, Slippery Rock, 1930-47; present position, 1947-.
- CLAIRE COLLINS DU BOIS**..... *Instructor, Biology*
B.S. (1938), Memphis State College; assistant in Pathology Department, University of Tennessee, 1938-39; present position, 1944-.
- PAUL B. EAHEART**..... *Assistant Professor, Music*
B.S. (1937), Memphis State College; M.A. (1946), Northwestern University; U. S. Army bandleader, five years; present position, 1946-.
- BERTIE HARVEY EVANS**..... *Instructor, English*
A.B., University of Chattanooga; B.S., Peabody College; graduate study, Peabody College; assistant in English, Bethel College and Memphis State College; present position, 1946-.
- HENRY B. EVANS**..... *Professor, English*
B.S. (1923); M.A. (1928), Ph.D. (1938), Peabody College; dean and professor of English, Bethel College, 1928-1942; present position, 1942-.
- PAUL FLOWERS**..... *Associate Professor, Political Science*
A.B. (1940), Ohio State University; M.A. (1942), Ohio State University; assistant professor of journalism, West Virginia University, 1941-43; offered evening adult course, Southwestern, Memphis, 1945; present position, 1946-.
- JESSE W. FOX**..... *Associate Professor, Chemistry*
B.S. (1931), M.A. (1937), George Peabody College for Teachers, graduate study, George Peabody for Teachers, summer 1943, University of Colorado, Boulder, Colorado, summer 1946; dean of students and assistant professor of chemistry, David Lipscomb College, Nashville, 1935-43; teacher of chemistry, Peabody College, summers 1942, 1943; assistant professor of chemistry, Bradley Polytechnic Institute, Peoria, Illinois, 1943-44; dean of students and associate professor of chemistry, Abilene Christian College, Abilene, Texas, 1944-January, 1947; present position, January 1947-.
- MAUDE FOX**..... *Instructor, English*
B.S. (1937), M.A. (1940), George Peabody College for Teachers; graduate study, University of Texas, 1944-45, University of Colorado, Boulder, Colorado, summer 1946; teacher of English, David Lipscomb College, Nashville, 1941-43; critic teacher ACC Demonstration School, Abilene Christian College, Abilene, Texas, 1944-46; associate professor of English, Abilene Christian College, Abilene, Texas, 1946-January 1947; present position, January, 1947-.

COLLEGE FACULTY—Continued

- EDNA FOWLER FREDERICK**..... *Instructor, Biology*
 B.S. (1937), Louisiana Polytechnic Institute; M.S. (1941), Louisiana State University; graduate assistant in Physiology, Louisiana State University, 1939-41; present position, 1946-.
- CHESTER P. FREEMAN**..... *Associate Professor, Biology*
 B.S. (1921), Mississippi A. & M. College; M.A. (1923), Peabody College; M.S. (1927), University of Chicago; Ph.D. (1932), Peabody College; instructor in botany, Oklahoma A. & M. College, 1929-31; instructor in biology and agriculture, Ball State Teachers College, 1932-3; present position, 1934-.
- ROBERT H. GAUGH**..... *Associate Professor, English*
 B.A. (1932), Union University; M.A. (1937) Vanderbilt University; graduate student, University of North Carolina, 1946-47; instructor in English, Clemson College, 1938-40; assistant professor of English, Middle Georgia College, 1940-41; assistant professor of English, Appalachian State Teachers College, 1941-43; present position, 1947-.
- JOHN R. GORDON**..... *Assistant Professor, Sociology*
 B.A. (1929), Baylor University; M.A. (1932), Baylor University; graduate study, Columbia University and University of Texas; teacher and principal eleven years; instructor in sociology, Baylor University, 1946-47; present position, 1947-.
- GEORGE J. HARRIS**..... *Associate Professor, Music*
 A.B. (1936) Greenville College; M.M. (1947) Northwestern University; graduate study, Northwestern University, summer 1947; director of Music, Bond County (Ill.) Public Schools, 1936-42; U. S. Navy Choir Director, 1942-45; present position, 1947-.
- RALPH HATLEY**..... *Associate Professor, Physical Education*
 B.S. (1936), University of Tennessee; graduate student, University of Tennessee; present position, 1947-.
- GROVER H. HAYDEN**..... *Professor, Physical Science*
 A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.
- VELMA BROOKS HEATHERLY**..... *Associate Professor, Modern Languages*
 B.S. (1928); M.A. (1932), Peabody College; graduate study, Columbia University and The Sorbonne; supervising teacher, training school, 1932-4; present position, 1934-.

COLLEGE FACULTY—Continued

- MARY L. HEISKELL..... *Associate Professor, Modern Languages*
 A.B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; graduate student, University of Southern California; Y.W.C.A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.
- OTTO C. HEJKAL..... *Assistant Professor, Industrial Arts*
 B.S. (1936), State Teachers College, Kearney, Nebraska, M.Ed. (1941), University of Missouri, Columbia, Missouri; associate instructor of Airplane Mechanics, Naval Air Technical Training Center, Norman, Oklahoma, 1943; Aeronautical research for National Advisory Committee for Aeronautics, 1944-45; present position, 1946-.
- BESS L. HENDERSON..... *Associate Professor, Home Economics*
 B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago, summer of 1942; instructor in home economics, Louisiana State Normal College, 1923-26; present position, 1927-.
- ELMORE HOLMES..... *Associate Professor, Chemistry*
 B.S. (1922) Princeton University; M.A. (1926) Columbia University; Ph.D. (1947) University of Tennessee; graduate student Massachusetts Institute of Technology, 1922; head of Science Department in Tech High School, Memphis, four years; visiting professor of chemistry, West Tennessee State Teachers College, summer 1926; technician, 1944, research assistant in biochemistry, 1944-46; instructor, chemistry 1946-47, University of Tennessee School of Biological Sciences, Memphis; present position, 1947-.
- FRANCES R. HUFF..... *Instructor, History*
 A.B. (1941) Wayne University; Graduate student (1943) Colorado College; M.A. (1947) University of Mississippi; teacher (1942) Detroit High Schools; graduate fellow, instructor (1946-1947) University of Mississippi; present position 1948-.
- OWEN R. HUGHES..... *Professor, Education*
 B.A. (1912), University of Tennessee; M. A. (1920), Peabody College; graduate student, Peabody College; present position, 1921-.
- CECIL C. HUMPHREYS..... *Professor, Physical Education, Director Athletics*
 B.S. (1936), University of Tennessee, M.A. (1938), University of Tennessee. Instructor and coach, University of Tennessee Junior College, 1936; instructor and coach, Memphis State College, 1937-1941; special agent, F.B.I., 1941-1944; U. S. Navy, 1944-46; special agent, F.B.I., 1946-47; present position February, 1947-.

COLLEGE FACULTY—Continued

- CHARLES CARROLL IJAMS**..... *Associate Professor, Physics*
 A.B. (1936) Union University; M.S. (1937) Vanderbilt University; Ph.D. (1941) Vanderbilt University; graduate assistant, Vanderbilt University; Electronics Division, U. S. Navy, 1943-47; assistant professor of chemistry, Union University, 1947; present position, 1947-.
- R. W. JOHNSON**..... *Professor, Geography*
 B.S. (1924), A.M. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago; present position, 1925-.
- VIRGINIA LEE JOHNSON**..... *Assistant Professor, Business Administration*
 B.S. (1930), Memphis State College; diploma (1931), Nelson's Business College, Memphis; graduate student, Duke University, two summers (1936 and 1937); M.S. (1944), University of Tennessee; present position, 1940-.
- HELEN H. KALTENBORN**..... *Instructor, Mathematics*
 B.A. (1931), Barnard College; M.A. (1934), Columbia University; Ph.D. (1938), University of Michigan; research assistant, Carnegie Institution of Columbia University, 1931-36; present position, 1946-.
- H. S. KALTENBORN**..... *Professor, Mathematics*
 B.S. (1928), Carnegie Institute of Technology; M.S. (1931), Ph.D. (1934), University of Michigan; instructor in mathematics, Carnegie Tech., 1928-1932; University of Michigan, 1934-1937; associate professor of mathematics, Louisiana Polytechnic Institute, 1938-1945; present position, 1946-.
- GENEVA B. LAIRD**..... *Assistant Professor, Business Administration*
 A.B. (1928), Ball State Teachers College; M.A. (1932) Columbia University, commercial teacher, Muncie, Indiana, 1928-33; Mount Vernon, New York, 1933-42; teacher of commerce, University of Michigan, 1942-46; present position, 1946-.
- UNDINE LEVY**..... *Assistant Librarian*
 B.A. (1912), Certificate in Library Science (1912), Mississippi State College for Women; graduate study, University of Illinois (1918); assistant librarian, M. S. C. W., 1912-1919; cataloguer, United States Office of Education, 1919-1922; cataloguer, Kansas City, Missouri, Public Library, 1922-1925; cataloguer, Cossitt Library, Memphis, 1925-1929; present position, 1929-.
- CARL H. LINDEN**..... *Associate Professor, German*
 B.S. (1936), Wayne University; M.A. (1937), Ph.D. (1940) University of Michigan; University of Southern California, 1941; present position, 1947-.
- WILLIAM RAY LUCAS**..... *Instructor, Chemistry*
 B.S. (1942), Memphis State College; present position, 1946-.

COLLEGE FACULTY—Continued

MOZELLE LUNDY.....Associate Librarian

A.B. (1934) University of Tennessee; B.S. in Library Science, Peabody Library School, 1942; present position, 1946-.

ELNA BROWNING McBRIDE.....Assistant Professor, Mathematics

B.S. (1930), M.S. (1931), University of Tennessee; professor of mathematics, Harding College, 1934-35; David Lipscomb College, 1935-42; present position, 1946-.

MARIE McCORMACK.....Instructor, Art and Penmanship

Teacher elementary schools, one and one-half years; present position, 1914-.

CHARLES W. McINTOSH.....Instructor, Industrial Arts

B. S. (1938), Kansas State Teachers College; M.Ed (1947) University of Missouri; present position, 1947-.

C. H. McNEES.....Assistant Professor, Chemistry

B.S. (1928), Arkansas State Teachers College; M.A. (1935), George Peabody College for Teachers; science instructor, University High School, Oxford, Mississippi, 1935-37; science instructor, Meridian Junior College, Meridian, Mississippi, 1937-46; present position, 1946-.

ENOCH L. MITCHELL.....Professor, History

B.S. (1929), Memphis State College; M.A. (1938), George Peabody College for Teachers; graduate student, Peabody College, 1939, 1940; teacher, principal, and superintendent, twelve years; present position, 1939-.

* CLARENCE E. MOORE.....Professor, Biology

A.B. (1922), University of Montana; Ph.D. (1928), Columbia University; principal elementary and high schools, fifteen years; assistant in botany in universities, three years; present position, 1928-.

ELIZABETH P. MURPHY.....Instructor, Chemistry

B.S. (1942), Mississippi State College; chemist for E. I. DuPont de Nemours & Company, 1942-46; chemistry instructor, Mississippi State College 1946-47; present position, 1947-.

WILLIAM J. MURPHY.....Instructor, Health and Physical Education

B.S. (1947) Mississippi State College; present position, 1947-.

LAMAR NEWPORT.....Bursar

B.A. (1932), Bethel College; M.S. (1940), University of Tennessee; superintendent of schools, Alamo, Tennessee, 1941; present position 1941-.

*Deceased, October 29, 1947.

COLLEGE FACULTY—Continued

- EDWARD NOYES**.....*Associate Professor, History*
 B.S. in Edu. (1938), The Ohio State University; M.A. (1940), *ibid.*; Ph.D. (1945), *ibid.*; three years secondary school work, Ohio; Professor of history, Jamestown College, Jamestown, North Dakota, 1945-1946; assistant professor of history, Fenn College, 1946-47; present position, 1947-.
- FLORA H. RAWLS**.....*Dean of Women*
 B.A. (1925), M.A. (1930), Vanderbilt University, high school teacher English and Latin eight years; supervising teacher of English and Latin and principal of the Training School, 1930-46; present position, 1947-.
- ELMA ROANE**.....*Instructor, Health and Physical Education*
 B.S. (1940), Memphis State College; M.A. (1943), University of Tennessee; teacher at Treadwell High School 6 years; present position, 1946-.
- R. M. ROBISON**.....*Acting Dean*
 A.B. (1924), Southwestern; graduate student, University of Tennessee, summer, 1927; M.A. (1931), George Peabody College; principal Training School, 1933-36; Bursar, Memphis State College, 1936-43; Registrar, 1943-46; present position, 1946-.
- A. S. RUDOLPH**.....*Professor, Biology*
 B.S. (1924), Western Kentucky State Teachers College, Bowling Green, Kentucky; M.S. (1929), University of Kentucky; graduate student, University of Chicago, summer 1930; Ph.D. (1938), Iowa State College; Head of Department of Science, Bethel College, 1924-42; Associate Professor of Science, State Teachers College, Troy, Alabama, 1942-45; present position, 1945-.
- HEBER ELIOT RUMBLE**.....*Professor, Secondary Education*
 A.B. (1924), Oakland City College; M.A. (1933), Ph.D. (1943), University of Illinois; student, University of Wisconsin, 1926; University of Illinois Cooperating Teacher, Head of the Science Department and director of Audio-Visual Aids, junior and senior high schools, Champaign, Illinois, 1928-1943; principal of the Community High School, Havana, Illinois, 1943-46; present position, 1946-.
- ELIA M. SCOTT**.....*Instructor, English*
 B.A. (1923), Tennessee College; M.A. (1934), University of Michigan; teacher of English, Public School System, Oklahoma, 1930-46; critic teacher, Memphis State College Training School, 1946-47; present position, 1947-.

COLLEGE FACULTY—Continued

- PAUL H. SISCO..... *Instructor, Geography*
 B.S. (1934), Memphis State College; M.A. (1947), George Peabody College for Teachers; teacher and principal of elementary and high school, ten years; present position, 1947-.
- NELLIE ANGEL SMITH..... *Professor, Latin*
 B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.
- L. E. SNYDER..... *Instructor, Geography*
 B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.
- CALVIN M. STREET..... *Associate Professor, Industrial Arts*
 B.S. (1939), Memphis State College; M.A. (1946), University of Tennessee; teacher Hardeman County Schools three years; present position, 1939-.
- *MARY L. TAYLOR..... *Assistant Professor, Business Administration*
 B.S. (1935), Appalachian State Teachers College; M.S. in Commerce (1942), University of North Carolina; instructor in commerce, East Tennessee State College, 1940-41; instructor in commerce, Winthrop College, 1942-43; present position, 1945-.
- INELL TEAGUE..... *Instructor, Business Administration*
 B.S. (1936), Memphis State College; graduate student, University of Tennessee, summer of 1939; M.A. (1941), George Peabody College for Teachers; present position, January, 1948-.
- FRANK P. THOMAS..... *Instructor, Mathematics*
 B.S. (1914), United States Naval Academy; Graduate U. S. Naval War College; instructor in mathematics and navigation (1921-1923) and naval and aeronautical engineering (1926-1929), United States Naval Academy; Member of staff of U. S. Naval War College 1937-1939; present position 1947-.
- BRANDON TRUSSELL..... *Assistant Professor, Business Administration*
 B.A. (1913), University of Texas; M.A. (1925), University of North Carolina; graduate student, Harvard, 1928-30; graduate student and instructor, University of Minnesota, 1938-39; Professor of Economics, Sioux Falls College, 1939-40; Associate Professor of Economics, Armstrong College, 1944-46; Associate Professor of Economics, Howard College, 1946-47; present position, 1947-.
- ALMA WHITAKER..... *Assistant Professor, Home Economics*
 B.S. (1929), Memphis State College; M.S. (1941) University of Tennessee; teacher in high schools thirteen years; instructor in home economics Arkansas Agricultural and Mechanical College, 1941-42; Arkansas State Teachers College, 1942-44. Present position, 1947-.

*Resigned December 31, 1947.

COLLEGE FACULTY—Continued

- BRADFORD WHITE**..... *Associate Professor, Speech and Dramatics*
 A.B. (1934), University of North Carolina; M.F.A. (1939), Yale University; instructor (1939-42), Drama Department, University of Texas; instructor (1945-46), Wake Forest College; Graduate assistant (1946-48), University of North Carolina; present position, 1948-.
- A. EARL WILKINSON**..... *Instructor, Psychology*
 B.S. (1946), North Texas State Teachers College; graduate student Southern Methodist University; teacher, Dallas Public Schools, one year; present position, 1948-.
- JERRY TURNER WILLIAMS**..... *Instructor, English*
 A.B. (1945), Texas Christian University; graduate student Vanderbilt University, 1945-47; present position, 1947-.
- PEYTON W. WILLIAMS, JR.**..... *Associate Professor, English*
 A.B. (1936), M.A. (1938), University of Alabama; graduate student. Vanderbilt University, 1938-40 and 1946-47; instructor in English, University of Chattanooga, 1940-42; assistant in English, Vanderbilt, University, 1946; present position, 1947-.
- WILLIAM A. WITT, JR.**..... *Instructor, Physics*
 B.S. (1943), Memphis State College; present position, 1947-.
- EUGART YEARIAN** *Associate Professor, Speech*
 A.B. (1929), Whittier College; graduate Pasadena Playhouse School of the Theatre; directing, managing experience in commercial theatre; director, Memphis Little Theatre, 1932-39; returned 1947; present position, 1947-.

TRAINING SCHOOL FACULTY

- H. I. ROLAND**.....*Principal*
 B.A. (1924), Union University; M.A. (1930), George Peabody College for Teachers; high school teacher in Shelby County Schools, 1924-29; principal Arlington High School, 1929-30; principal Millington Central High School, 1930-40; principal Bartlett High School, 1940-47; present position, 1947-.
- PERRY ALEXANDER**.....*Supervising Teacher, First Grade*
 Memphis State College and George Peabody College for Teachers; first grade teacher, Paris, Tennessee, City Schools; associate director, Camp Carlyle for Girls, Hendersonville, North Carolina; present position, 1947-.
- OPAL COLEMAN**.....*Supervising Teacher, Third Grade*
 B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; elementary teacher since 1926; present position, 1931-.
- MATTIE LOU CONNELL**.....*Supervising Teacher, Fourth Grade*
 B.S. (1929), M.A. (1930), Peabody College; elementary teacher in Louisiana six years; present position, 1930-.
- MARY DUNN**.....*Supervising Teacher, Second Grade*
 B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.
- ELBA GANDY**.....*Supervising Teacher, Music*
 B.M.E. (1944), Louisiana State University; M.M. (1946), Northwestern University; teacher at Millington High School, 1944-45; present position, 1946-.
- LOUISE HOWSER**.....*Supervising Teacher, English*
 B.A. (1932), Southwestern; Certificate in Emerson Method of Speech; St. Mary's Episcopal School, teacher; Private Dramatic and Literature teacher; present position, 1948-.
- DOROTHY JEAN KESLER**.....*Supervising Teacher, Home Economics*
 B.S. (1946), Memphis State College; home economics teacher in Frayser School and White Station School, 1946-47; present position, 1947-.
- HELEN KIRBY**.....*Supervising Teacher, Sixth Grade*
 B.S. (1929), M.A. (1945), George Peabody College; teacher sixth grade, Kingsport, Tennessee, twelve years; present position, 1943-.
- ANNIE REE KITTRELL**.....*Supervising Teacher, First Grade*
 A.B. (1929), East Carolina Teachers College; M.A. (1932), Columbia University; Graduate Study, University of North Carolina, 1935; North Carolina State College, 1936; Raleigh City Schools, 1929-1935; supervising teacher and instructor, Appalachian State Teachers College, Boone, North Carolina, 1935-45; supervising teacher, Tomson State Teachers College, Baltimore, Md., 1946-47; present position, 1947-.

- EMMA LANE LEA.....*Supervising Teacher, Social Science*
B.S. (1932), Memphis State College; M.A. (1934), Peabody College; present position, 1934-.
- JOHN ETHEL MEASELLS.....*Supervising Teacher, Fifth Grade*
B.S. (1931), Memphis State College; M.A. (1946), Peabody College; teacher in elementary schools, six years; supervising teacher, University of Mississippi, 1940-45; principal elementary school, Oxford, Mississippi, 1945-46; present position, 1946-.
- ELIZABETH MEEKS.....*Supervising Teacher of English*
A.B. (1936), Union University; M.A. (1939), George Peabody College for Teachers; graduate student (summers 1939, 1942), George Peabody College for Teachers; instructor, Languages and Literature, Delta State Teachers College, Cleveland, Mississippi, 1939-44; present position, 1944-.
- MARJORIE MESSER.....*Supervising Teacher, Second Grade*
B.S. (1943), Memphis State College; teacher elementary schools, Shelby County, four years; present position, 1947-.
- IRENE MOORE.....*Supervising Teacher, Fifth Grade*
B.S. (1929), Memphis State College; M.A. (1940), University of Texas; teacher of English in high schools eight years; present position, 1929-.
- BETSY MOWERY.....*Supervising Teacher, First Grade*
B.S. Memphis State College; M.A., George Peabody Teachers College; Memphis City Schools teacher; teacher in Germany, Miss Hutchison's Private School teacher; present position, 1948-.
- ANNIE LAURIE PEELER.....*Supervising Teacher, Sixth Grade*
B.S. (1929), M.A. (1930), George Peabody College; supervisor of elementary schools three years; present position, 1930-.
- *ELIZABETH RANDOLPH.....*Supervising Teacher, First Grade*
B.A. (1930), Murray State Teachers College; M.A. (1946), George Peabody College for Teachers; Paducah Public Schools; present position, 1947-.
- MARY LEWIS REED.....*Supervising Teacher, Fourth Grade*
B.A. (1933), University of Mississippi; M.A. (1942), George Peabody College; teacher in junior high and elementary school, Amory, Mississippi; present position, 1947-.
- MYRTLE P. RICHARDSON.....*Supervising Teacher, History, Mathematics*
A.B. (1931), Murray State Teachers College; graduate student, (summers, 1935, 1936, 1937), Duke University; high school teacher in Henry and Obion Counties for seventeen years; present position, 1946-.

*Resigned January 17, 1948.

*Resigned January 31, 1948.

- NELLE CALDWELL SHORT.....
Supervising Teacher, English and Mathematics
B.S. (1928), M.A. (1929), George Peabody College; supervising teacher of English, Alabama College, 1928-30; present position, 1930-40, 1942-.
- JULIA THOMAS.....*Supervising Teacher, Second Grade*
B.S. (1947), Memphis State College, elementary teacher since 1943; present position, 1947-.
- MARY ROSS TURNER.....*Supervising Teacher of Mathematics*
A.B. (1923), University of Alabama; teacher in Memphis City Schools, 1923-28; present position, 1937-.
- SUSIE BELLE TYUS.....*Supervising Teacher, Third Grade*
B.S. (1939), Memphis State College; M.A. (1944), University of Illinois; primary teacher in Memphis City Schools, 1919-1947; present position, 1947-.

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received proposals from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which were opened the year previous, had a most gratifying attendance from the very start; and the succeeding years have been even more successful.

PURPOSE OF THE COLLEGE

The General Education Law of 1909, which created State Normal Schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the State." The Act of 1925 provided for Teachers Colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the State. In accordance with these laws Memphis State College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In order to meet more adequately the educational needs of this section of the State, the name of the College was changed by the State Legislature in 1941 from "State Teachers College" to "Memphis State College." The College now offers subjects usually included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the State. It offers courses which are required for entering schools of medicine, dentistry, pharmacy, engineering, law, and other professions. These courses are given as a part of the regular program of the College and do not involve any additional expense to the State. Students expecting to enter these professions have the opportunity to take their pre-professional college work at Memphis State College. This work is fully recognized by the professional schools of the country.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall, and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the campus.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, was used in the erection of a library building, a gymnasium, and an addition to Mynders Hall.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which was expended in erecting Manning Hall, in which are located the Departments of Physical Science, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

THE COLLEGE PLANT

Location.—Memphis State College is located on a campus of eighty acres in the eastern part of the City of Memphis, on the Southern Railway, in the subdivision known as Normal.

Administration Building.—The main academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains the administration and business offices, a spacious auditorium and forty large, airy, well-lighted rooms for class instruction.

Manning Hall.—The science building, erected in 1930, is named in honor of Priestly Hartwell Manning, who was the first teacher of science in Memphis State College, being a member of the first faculty which began work in the State Normal School in 1912.

The department of chemistry occupies the entire first floor. On this floor is a large lecture room, which is used by all departments in the building. The physics and biology departments are located on the second floor, and the home economics on the third. In connection with the home economics department is a modern apartment, containing living room, dining room, bedroom, kitchen, closets and storerooms.

Mynders Hall.—The women's dormitory is a fireproof building, containing one hundred and twenty rooms. Wide verandas, hallways, parlors and reception rooms give the surroundings a home-like appearance. In each room are a lavatory with running water, electric lights, steam heat, two spacious closets, shades, table, dressers, chairs, two single beds, mattresses and springs. The building is equipped with thirty-six baths with tile floors and marble wainscoting. The building contains, in addition to the living rooms, special quarters for the matron and housekeeper. A number of rooms on the third floor are reserved for use as an infirmary.

Training School.—The Training School Building is designed to accommodate the elementary school and the junior high school. It has sixteen classrooms, an auditorium, a library and a cafeteria. The

Training School has a normal enrollment of over 600, and furnishes facilities for training student teachers and opportunities for observing good teaching procedures.

Cafeteria.—This structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens, and cold storage.

The Power Plant.—The power plant contains a battery of boilers for the heating of all the buildings on the campus. The same building houses the pumps which supply water to all buildings.

John Willard Brister Library.—The library building was erected during the year 1927-28. The State Board of Education at its meeting in November, 1938, named the Library the John Willard Brister Library. It was dedicated with fitting ceremonies on June 3, 1939.

The library contains more than 36,000 volumes. These books have been selected to meet the peculiar needs of the institution, and all of them are usable. The leading magazines and periodicals are on file for the use of students. The College has a reasonable appropriation for library purposes, and new books and periodicals are added each year.

Gymnasium.—The gymnasium was erected in 1928. It has a basketball court 50 x 95 feet, and two cross-courts 50 x 70 feet. It also provides for indoor softball, volleyball, and shuffleboard. The second floor contains guest rooms for visiting teams. Locker and shower rooms occupy the basement floor. The main floor also has offices for the instructors in Physical Education.

Industrial Arts Building.—The industrial arts building was begun in 1941 for the use of the N. Y. A. In 1946-47 it was remodeled and modernized at a cost of \$64,000.00. The structure is of concrete, having block walls and veneered with brick. It provides facilities for wood-working, metal working, general shop practice and ceramics. One room is also set up for aviation classes.

Veterans Houses.—Nineteen buildings were erected on the northern portion of the campus in 1946-47. The buildings provide housing facilities for 75 families. The buildings were erected by the F. P. H. A. to relieve the housing shortage for married veterans.

GENERAL INFORMATION

When To Enter.—The college year covers four quarters of twelve weeks each, and students may enter at the beginning of any quarter.

The Spring and Summer Quarters carry courses for a six weeks term as well as for the full quarter, and credit is allowed accordingly.

Dormitories.—The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities. All arrangements for board outside the dormitory must be approved by the College, and except in homes of immediate relatives, must be made through the College.

Room Reservations.—It is very important that those who expect to attend the College should write to the Registrar and have a room reserved as soon as they definitely determine to attend. Rooms are reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, the amount of the fee being credited on the expense of the term. The reservation fee is refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it is not to be refunded on later notice.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories are required to keep their own rooms in order.

Conduct.—It is assumed that applicants for admission to Memphis State College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government and regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all classes and examinations—and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

Post Office.—Memphis State College is located in the eastern part of the city of Memphis. Students living in the dormitory should have their mail addressed c/o Memphis State College, Memphis 11, Tennessee. Each dormitory student is expected to rent a mailbox to facilitate the handling of his mail.

Railway and Baggage.—For a number of years the Southern Railroad maintained a station called Normal located adjacent to the school grounds. It is now maintained only as a flag stop. Students coming to Memphis State College via the Southern Railroad may get off at Normal, but trunks which they have checked will be carried to the Union Station. Arrangements may be made with the college authorities for delivery of trunks to the College.

Special Advantages.—In addition to the usual school advantages, the College offers its students many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. Students have the opportunity of attending the performances of professional stage plays, grand and light operas, symphony orchestras, and of other musical and theatrical artists.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plants to classes of the college students accompanied by their instructors.

Co-operation.—Memphis State College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. Accordingly, it constantly endeavors to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has uniformly received the hearty support of public school authorities.

Superintendents' Conference.—Annually the County and City Superintendents of West Tennessee hold a conference during the Summer Quarter of Memphis State College. The State Commissioner of Education and other representatives of the State Department attend and participate in these annual conferences. All County and City Superintendents of West Tennessee are cordially invited and urged to attend.

School Positions.—Memphis State College is not a teachers' agency and it can not guarantee positions to its graduates. It endeavors, however, to place students with satisfactory records in good school positions and it invites county and city school authorities to make use of its placement service in securing desirable teachers.

Alumni Association.—The graduates and former students of the College are organized into an association for mutual help and pleasure. The Association meets annually during the spring quarter for the transaction of business; and at the time of the West Tennessee section of the Tennessee Education Association for the annual dinner.

LOAN FUNDS

1. The College Loan Fund. The College has a revolving loan fund from which it makes loans in varying amounts to eligible students.

2. The Aull Loan Fund. A fund of \$250.00, contributed by Mrs. Genevieve Aull, is to be used for loans to members of the senior class who have demonstrated their scholastic eligibility by one or more years of satisfactory work in residence at the College.

3. The United States Daughters of 1812 Loan Fund. This fund of \$625.00, donated by the Old Hicktory Chapter, U. S. D. of 1812, Memphis, consists of three awards, as follows: (1) the Mary Robinson Day Memorial Scholarship of \$250.00; (2) the Martha Moore Allen Scholarship of \$250.00; and (3) the Willis Hitzing Scholarship of \$125.00. All three of these awards are loan funds, and may be awarded to a man or woman on recommendation of the Faculty.

4. The Shelby County Parent-Teacher Association Loan Fund. This is a fund of \$602.33, available in varying amounts to eligible students who apply to the College Loan Fund Committee.

5. The American Association of University Women Loan Fund. This fund of \$200.00, administered by the Memphis Branch of the A. A. U. W., is available to women students recommended by the College.

6. The John W. Brister Loan Fund. On the occasion of the Twenty-First Birthday Celebration of the College, the members of the Faculty presented a fund of \$150.00 to be named in honor of President John Willard Brister.

7. The Class of 1933 Loan Fund. This fund of \$102.90 was donated by the Class of 1933 as a class memorial.

8. The Quota Club Loan Fund. This is a fund administered by the Quota Club of Memphis. Women students of junior or senior rank are eligible to receive loans from this fund. Application may be made to Mrs. Ellen Davies Rodgers, Chairman of the Education Committee of the Memphis Quota Club.

9. The Zonta Club Loan Fund. The Zonta Club of Memphis has established a loan fund of \$250.00, to be increased from year to year. Eligible junior and senior women may apply to the Dean of Women, who will submit their names to a committee of the Zonta Club for selection and approval.

10. The Ernest C. Ball Loan Fund. This fund of \$280.36 is available for loans to eligible students.

11. The Marion Circle Loan Fund. This fund of \$100.00 is available for loans to eligible students.

12. The Kappa Lambda Sigma and Phi Lambda Delta Loan Fund. This fund of \$206.00 was presented by the Kappa Lambda Sigma Sorority and the Phi Lambda Delta Fraternity in memory of those Phi Lambda Deltas who lost their lives in World War II.

Except as otherwise specified, applications for loans from any of the funds listed above should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

SCHOLARSHIPS

1. The P. H. Manning Scholarship Fund. The late Professor P. H. Manning, who was connected with the College for a number of years from its beginning, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting certain conditions set forth in his will. These scholarships of \$100.00 each are given to young men from the counties of Gibson, Henderson, Carroll, and Decatur. Application should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

2. The American Association of University Women Scholarship. Beginning in 1935-36, the Memphis Branch of the A. A. U. W. has awarded a scholarship of \$50.00 each year to a junior or senior woman. In making the award the following points are considered: (1) the college scholarship record of the applicant for the quarter preceding January 1, (2) the need for financial assistance, (3) intention to graduate from the College, and (4) general acceptability. Applications for this scholarship are to be made by January 1 of each year to the A. A. U. W. Scholarship Committee, through the Dean of Women.

WOMEN'S ASSOCIATION AWARD

The Women's Association of the College offers an award annually to the woman member of the Senior Class who, having done all her work at this institution, shows the highest scholastic attainment.

STUDENT ACTIVITIES

A student activity committee composed of the presidents of the four classes and five faculty members guides student activities on the campus. A number of student organizations managed by students with faculty advisers give the students an excellent opportunity to develop initiative and leadership.

Sororities and Fraternities. In 1947, national sororities and fraternities were invited to the campus, and in the spring of that year chapters of Alpha Delta Pi, Phi Mu, Alpha Gamma Delta, and Sigma Kappa were installed. A chapter of Delta Zeta sorority was installed in 1948. In the Fall of 1947 a chapter of Pi Kappa Alpha was installed. There are in addition three local fraternities for men on the campus; Seymour A. Mynders, Phi Delta Sigma, and Delta Sigma Chi. Students upon invitation may become members after maintaining a "C" average for one quarter.

Clubs. The college has a number of clubs which serve the diversified interests of the students.

The Arabesque Club is open to all students interested in music. Its objective is the promotion of interest in music through productions and participation in musical activities in Memphis.

The Arts Club brings together a group of students interested in the various fields of the arts such as music, art, journalism, and dramatics. Activities of the club include visits to the Brooks Memorial Art Gallery, Memphis Museum and programs dealing with the various arts.

The Future Teachers of America is a national organization affiliated with the N. E. A. and composed of those interested in teaching as a career. The local chapter promotes good fellowship and understanding of the problems and opportunities in the profession through speakers, discussions, and visits to schools.

The Independents' Club promotes the interests and social life of students not belonging to Greek letter organizations.

The International Relations Club is open to upper classmen majoring in social studies with an average grade of "B" or above. It meets bi-monthly for the purpose of discussing topics of international interest and world affairs.

The Industrial Arts Club is composed of students who are interested in Industrial Arts in college. Its objective is to integrate group activities into concerted action which will further the objectives of the Industrial Arts.

The Ioka Wikewam Club open to any girl taking the home economics course, is designed to stimulate interest in home economics and current topics in this field and to develop better citizens and social leaders.

The Latin Club's function is to vitalize the background of Roman private life and to furnish material for participation in Latin programs for the high school. It is open to all students majoring in Latin.

Los Picaros invites all students who have had two years of Spanish in high school or one year in college to membership. Its program is designed to enable students to become better acquainted with Spanish speaking people and countries.

Sock and Buskin Club is the official theatrical organization of the student body. Its purpose is to provide the educational benefits which a theatrical organization can furnish to the college community. The primary aim is to train actors, directors, and stage technicians for the schools and community theaters of the area served by the college. A further aim shall be to develop an appreciation of good theatrical productions on the part of the student body, through the presentation of plays of known value. Membership is open to all students who meet the qualifications of the club.

The Veterans Club, composed of all veterans on the campus, is dedicated to serving the best interests of the college.

The religious life on the campus is under the direction of a faculty committee. The following clubs are active: Baptist, Newman (Catholic), Methodist, and Westminster (Presbyterian).

Phi Chapter of Chi Beta Phi National Honorary Scientific Fraternity was established to provide the opportunity for the advancement of scientific knowledge, to further the objectives of scientific investigation, to encourage sound scholarship, and to serve as a means of awarding distinction to students of exceptional scientific ability.

Student Publications.—*The Tiger Rag*, student newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought, and it works to create a wholesome school spirit and to support the best traditions of the College. For interested students it provides training in useful and purposeful writing.

The De Soto, College annual, is designed to record campus activities in an attractive and permanent form and keep alive the memories of college life.

Athletics.—Under the supervision of the Athletic Committee, the College sponsors both intramural and intercollegiate athletics. The intramural program is active throughout the year, with seasonal sports being featured each quarter. Tournaments are organized for the various team games and individual games, and representatives from the various student organizations are given ample opportunity to compete with one another. Intercollegiate athletics are conducted under the regulations of the Southern Intercollegiate Athletic Association, of which the College is a member.

The Department of Health and Physical Education is closely associated with the intramural and the intercollegiate programs, and provides courses and facilities for the physical development of the individual and for the preparation of coaches and playground directors.

FEES AND EXPENSES

All regular students pay the following fees:

Registration, each quarter.....\$20.00

Student activity, each quarter (including athletic fee).... 7.00

Laboratory fees as shown below

Dormitory students, in addition to the fees listed above, pay room rent as follows:

Mynders Hall, each person, each quarter.....\$20.00

Men's Dormitory, each person, each quarter..... 15.00

Meals in the College cafeteria cost approximately \$1.00 per day.

Laundry service may be procured from the commercial laundries of Memphis.

Tuition.—Students who are residents of Tennessee pay no tuition. Non-residents, in addition to the registration and student activity fees, pay tuition of \$75.00 per quarter, or \$37.50 for a term of six weeks.

Laboratory Fees.—The following fees are charged the students pursuing courses in the several departments:

Art 111, 112, 113, 211, 212, 213, 214, 311, 313, 411.....\$ 0.50

Art 312..... 4.00

Biology 100, 111, 112, 113, 202, 203, 340..... 1.00

Biology 130, 141, 142, 143, 200, 201, 211, 241, 242, 300,
302, 330, 331, 332, 350, 351, 352, 403..... 2.00

Biology 121, 122..... 3.00

Bus. Adm.: typewriting, each course..... 1.00

Chemistry, each course..... 3.00

Geography 121, 122..... 0.50

Health 100, 241..... 1.00

Home Economics 111, 112, 113, 171, 181, 291, 311,
312, 313, 421, 471, 472, 481, 482, 483..... 0.50

Home Economics 241..... 1.00

Home Economics 242, 243, 341, 342, 343..... 2.50

Industrial Arts, each course..... 1.00

Music 131, 132, 133, 231, 232, 233, 251, 252, 253, 261, 262,
263, 351, 352, 353, 361, 362, 363, 451, 452, 453, 461,
462, 463..... 1.00

Music 171, 172, 173, 271, 272, 273, 181, 182, 183, 281, 282,
283, 191, 192, 193, 291, 292, 293..... 30.00

Psychology 211..... 1.00

Physics, each course..... 2.00

Physical Education 201, 313, 341, 343..... 0.50

Fees for accelerated courses are increased in proportion to credit allowed.

Special Registration Fee.—Special students who are permitted to take a class load of six hours or less pay a registration fee of \$10.00 instead of the regular registration fee of \$20.00, and are not required to pay the student activity fee.

Late Registration Fee.—Registration should be completed within the official registration period. Registration is not complete until all fees for the quarter have been paid. For registration after the day or days announced in the catalogue, an extra fee of \$1.00 is charged.

Fee for Changing Course.—For change of course after the second meeting of either class involved, a charge of \$1.00 is made.

Fee for Late Examination.—Students who are absent from a final examination with the instructor's prior permission must pay a fee of \$1.00 for each examination taken late. A receipt from the Bursar's Office will admit the student to his examination, provided the examination is taken within the time limitations for "Incompletes." The receipt referred to shall be forwarded to the Registrar's Office along with the final grade. As a requisite for the filing of the final grade on the course.

Transcript Fee.—One copy of a student's record is furnished free. For each additional transcript, a fee of \$1.00 is charged. Transcripts of records are issued only at the request of the student or his authorized agent.

Diploma Fee.—Degree candidates pay a fee of \$10.00, which includes the fee for the diploma and the rental of cap and gown. This fee is payable thirty days before the June convocation.

Breakage and Material Cards.—Students in Chemistry, Physics, Industrial Art, and certain courses in Business Administration are required to purchase breakage or material cards. Any unused balance is refunded at the close of the quarter.

Dormitory Breakage Deposit.—The College holds students responsible for damage to, or breakage or loss of, college property. A breakage fee of \$3.00 is collected from all students living in the dormitories. All, or any unused balance, is refunded when the student leaves the College.

Key Deposit.—A key deposit of \$1.00 is required of each student living in either dormitory. This amount is refunded when the key is returned.

Payment and Refund of Fees and Rentals

All fees and rentals are payable quarterly in advance.

The registration fee of \$20.00 is charged all regular students whether the period of attendance be for six or twelve weeks. No part of this fee is refunded.

The diploma fee is not refunded.

Laboratory fees are refunded if a student is compelled to withdraw from the College, or from a course, within the first two weeks of a quarter, provided written application for such refund be made at the time of withdrawal.

Rooms are rented by the quarter in advance. No reduction is made for late registration or for an absence of less than two weeks.

Board is served on the cafeteria plan and is available to all students.

No refunds are made except as specified above.

No student may enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "transcript" includes application for the issuance or renewal of teaching certificates; the term "accounts" includes library fees, books or equipment not returned, and any other indebtedness to the College.

ENTRANCE AND CREDITS

THE SCHOLASTIC YEAR

The scholastic year of Memphis State College covers a period of forty-eight weeks divided into four quarters of twelve weeks each.

GENERAL TERMS OF ADMISSION

Statutory Provisions:—White persons, residents of the state, who have completed the full four year course of an approved high school shall be admitted to Memphis State College, without tuition. Residents of the state over twenty-one years of age who have not completed a four year high school course may be admitted as special students, without tuition.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound and free from contagious or infectious diseases and from chronic defects. Each entering student must be examined by the College physician.

ENTRANCE REQUIREMENTS

Freshmen are admitted by any one of the following methods:

1. By a transcript of credits showing graduation from an approved high school.

2. By certificate and examination. An applicant from an unapproved school who presents a satisfactory certificate will be required to take examinations only in subjects covering four units of high school work taken in the senior year.

3. By examination. An applicant who does not present a satisfactory certificate may be admitted by passing examinations on fifteen units required for graduation in an approved high school.

4. Young men and women who are twenty-one years of age and over, and who have not completed four years of high school work may be admitted as special students and permitted to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for a certificate or a degree.

ENTRANCE CREDITS

Beginning students should present their high school record for entrance credits on or before the date of registration. Students failing to file entrance credits before their entrance will not be allowed to complete registration until this has been done. Students asking for advanced standing should have a transcript of their college record sent direct to the Registrar. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the College and will not be returned.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by Memphis State College for credit towards its degree. Students asking for advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance. To be accepted for advanced standing at Memphis State College, a student must have a statement of honorable dismissal from the last institution attended.

Transfer students whose transcripts show credits with the lowest possible passing grade are subject to the following policy: Credits earned with the lowest passing grade are not accepted until the student has demonstrated his general ability by two or more quarters with an average grade of "C" or better.

Students requesting advanced standing on the basis of work done at unaccredited institutions are required to validate such credits.

CREDIT BY CORRESPONDENCE OR EXTENSION

Memphis State College accepts credits earned by correspondence or extension, provided that such credits are taken from an institution which is a member of the Teachers College Extension Association, the University Extension Association, or the appropriate regional accrediting association. Not more than one-fourth of the credits applied on the bachelor's degree may be earned by correspondence or extension or a combination of the two.

No student is permitted to enroll for correspondence or extension courses while registered as a full-time student at Memphis State College. Part-time students are not permitted to enroll for correspondence or extension courses without the special permission of the Dean.

THE UNIT OF CREDIT

One quarter hour of credit is based upon one hour per week in lecture or recitations for one quarter; or upon two hours per week of laboratory work for one quarter.

QUALITY CREDITS

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B," two quality credits for each quarter hour; and for each "C," one quality credit for each quarter hour.

In evaluating college work accepted from other institutions using marks similar to those employed here ("A," "B," "C," "D," and "F," with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

THE GRADING SYSTEM

The quality of work of each student is determined by his instructors at the end of each quarter. The grades are indicated by letters interpreted as follows: A, excellent; B, good; C, average; D, inferior; F, failure; I, incomplete.

The grades "A," "B," "C," "D," and "F," when once reported, can be changed only by the instructor who reported them, and then only after the faculty has voted approval of the change.

The grade "I" indicates that a student has not completed the work of the course, on account of illness, or for some other unavoidable cause. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first four weeks of the next quarter the student is in residence; and provided further that the deficiency must be made up within one calendar year from the date the grade of "I" was given, even if the student has not re-entered this college. If the student fails to complete the work of the course within the specified time, no credit will be allowed for the course.

CLASSIFICATION OF STUDENTS

Students having 37 quarter hours of credit and 3 quarters of residence are classified as sophomores; students having 82 quarter hours of credit and 6 quarters of residence are classified as juniors; students having 127 quarter hours of credit and 9 quarters of residence are classified as seniors.

CREDIT LOAD

The minimum number of hours for a regular student is twelve. Ordinarily, the maximum load is seventeen hours for students with a point average of less than two, and eighteen for those with a point average of two. (One point means an average of "C;" two points, an average grade of "B;" three points, an average grade of "A.")

Only those students who enter the first week of a quarter are allowed to make full credit; late entrants are required to limit their loads to sixteen hours or less.

Students with unsatisfactory records for any quarter are expected to carry a normal load of fifteen to seventeen hours the following quarter, unless they are given special permission to limit their loads because of illness or outside work.

ABSENCE, DROPPING, WITHDRAWAL

In no case is credit allowed in any course for which the student is not duly registered; and all courses for which the student is registered are recorded as passed, failed, or dropped.

After the first three meetings, a course may be dropped by permission of the instructor. Only under special circumstances will dropping be permitted after mid-term.

Dropping a course without permission incurs a mark of "F".

Absence from final examination without the permission of the instructor incurs a mark of "F".

Absences are counted from the first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from the college should be reported to the Dean's office promptly in writing. Neither a general withdrawal nor the dropping of individual courses is permitted after the examination period has begun.

CHANGE OF COURSE

A student may change from one course to another within one week of registration day, provided he has the approval of the instructor in charge of the course which he is entering, and the approval of the Dean. A fee of one dollar will be charged after the second meeting of either course involved in the exchange.

SCHOLASTIC STANDARDS AND PROBATION

Students are expected to maintain a reasonable standard of scholarship. Any student whose quality credits fall below half the number of quarter hours for which he is registered is placed on probation for the next quarter enrolled. Any regular student who fails to pass at least nine hours of the twelve or more he is carrying also places himself on probation for the next quarter enrolled. If the student fails to maintain the minimum standard during the probationary period, he is requested not to present himself for registration again.

THE HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll. Students on probation, and others who are scholastically deficient, are not eligible.

2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.

3. For a grade of B, 5 honor points for each quarter hour are allowed: for a grade of A, 10 points.

MEMPHIS ACADEMY OF ARTS

The State Board of Education has approved the Memphis Academy of Arts as a teacher training institution. Memphis State College will accept up to 27 quarter hours of credit earned in that institution to apply toward a Bachelor of Science degree and for certification purposes.

GENERAL DEGREE CURRICULUM

Recommended to Former Students and Required of all New Students

I. Specific Requirements:

A. Physical Education	6 quarter hours
B. English 111-12-13, 211-12-13.....	18 quarter hours
C. History 221-22-23.....	9 quarter hours

II. Fields of Concentration:

Each student must select a department in which he proposes to major and meet the specific requirements prescribed by that department. Each student must also earn at least 27 quarter hours in a second field of concentration, 9 hours of which must be numbered above 299.

Departmental approval must be recorded on a student's matriculation card before the Dean will give final approval to the program of studies each quarter.

Pre-professional and other students electing terminal courses are required to identify themselves with the department in which they are specializing.

III. Electives:

Sufficient courses to complete the total of 198 quarter hours.

**OTHER REQUIREMENTS
FOR THE BACHELOR OF SCIENCE DEGREE**

1. Residence as a regular student for not less than three quarters during the junior and senior years, provided that the last quarter shall be in residence. A student who lacks no more than six quarter hours toward degree requirements at the end of any term may earn the additional credits at another approved institution by residence, correspondence, or extension study, provided that the student has in all other respects met the residence requirements.

2. The satisfactory completion of 198 quarter hours, at least seventy-two of which must be taken in courses numbered above 299.

3. The attainment of at least 198 quality credits: that is, a "C" average on all credits earned.

4. Physical education five days per week each quarter the student is registered until a total of six quarters has been completed. (This requirement may be waived wholly or in part on the recommendation of the College Physician.)

5. Satisfactory completion of nine quarter hours in English composition and nine quarter hours in English and American literature; and nine quarter hours in American history.

6. Satisfactory completion of courses prescribed by major and minor professors.

Note: Education is a separate requirement, in addition to the major and the minor. Not more than one-fourth of the credits offered for the degree may be in education.

**CURRICULA FOR TEACHERS, SUPERVISORS, AND COUNTY
SUPERINTENDENTS**

The student who desires the Permanent Professional Certificate to teach in the high schools or the elementary schools of Tennessee may meet the requirements of the State Department of Education by including among the electives for the General Degree Curriculum certain courses which are outlined in the Education section. In the Education section also is outlined a curriculum whereby a student may meet the requirements for the Permanent Professional Certificate to teach in the elementary schools of Tennessee with a minimum of 72 weeks of college residence. The qualifications necessary for meeting the requirements for Permanent Professional Certificates for supervisors and county superintendents and an explanation of the procedures necessary for changing from High School Certificates to Elementary Certificates are to be found in the Education section.

MISCELLANEOUS INFORMATION

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parentheses following the title of a course indicate the number of quarter hours of credit.

THREE-YEAR PRE-PROFESSIONAL CURRICULUM

A student who takes nine quarters of college work before entering an advanced professional school may, upon evidence of satisfactory completion of the professional degree, be granted the Bachelor of Science Degree from Memphis State College, provided:

1. that the minimum requirement for entrance to the professional school is ninety quarter hours of college work;
2. that the professional school is an integral part of a university accredited by the appropriate regional association, or that the professional school is accredited by the recognized national association in its field;
3. that the last three quarters of pre-professional work be done at Memphis State College;
4. that the candidate complete 148 quarter hours in pre-professional courses;
5. that the candidate complete, in his pre-professional work, at least thirty-six quarter hours in courses numbered above 299, including at least nine quarter hours in his major field;
6. that the candidate meet all freshman and sophomore requirements of the Degree Curriculum;
7. that the candidate complete thirty-six quarter hours in his major field, and twenty-seven quarter hours in a minor field.

The candidate in the Pre-professional Degree Curriculum should notify the Dean's Office of his intentions no later than the beginning of his sophomore year, and should, with the guidance of his major professor, plan his study program at that time.

DEPARTMENTS OF INSTRUCTION

ART AND PENMANSHIP

Miss McCormack

Since Art is one of the most important educational factors in child life, the Art Department proposes to serve the needs of those preparing to teach in the elementary and high schools of the State. It also affords an opportunity for students in the college to obtain a cultural, critical, and historical understanding of the great art of all times.

Art 111—Art Education in the Primary Grades. (3).

A course designed for teacher training in the theories and practice of art education in the primary grades through participation in problems based on children's interests and activities. Manuscript writing is included in this course. Two hour lecture; two hours laboratory.

Art 112—Art Education in the Elementary Grades. (3).

A continuation of 111 with a more comprehensive study of the principles and developments of the different phases of art taught in the elementary grades. Two hour lecture; two hours laboratory.

Art 113—Art Education for Intermediate Grades and Junior High School. (3).

Problems providing opportunity to develop skill in representation through the use of pencil, tempora, block printing, and lettering. Two hour lecture; two hours laboratory.

Art 211—Representative Drawing, Design. (3).

This course is particularly designed to give practice in creative art expression. Problems in drawing, color, design, and applied art will be studied. Two hour lecture; two hours laboratory.

Art 212—Poster Design. (3).

This course is designed to lead the student to a knowledge of advertising through experience in the use of design, principles of color, and lettering. The place of the poster in the school curriculum is emphasized. Two hour lecture; two hours laboratory.

Art 213—Drawing and Composition. (3).

This course deals with the analysis and construction of form, emphasizing perspective, composition, and technique. Media are pencil, pen and ink, charcoal, and watercolor. Two hour lecture; two hours laboratory.

Art 214—Elementary Art Appreciation (3).

A cultural course aiming to develop an intelligent appreciation of the underlying principles of Art.

A study of the great achievements in sculpture, painting and architecture. Emphasis is placed on the selection and presentation of the masterpieces of Art.

Art 311—Art Appreciation. (3).

This course offers an opportunity for appreciative study with special reference to creative periods and their relation to the development of man; to recognize the value of art as an educational, cultural, and social force to the extent that it expresses thought of the people of any age. Three hours lecture.

Art 312—Arts and Crafts. (3).

Processes and problems in applied design. Topics—Textile decoration in batik, stencil and block printing, wood carving, weaving, and other craft problems suitable to school and club work. One hour lecture; four hours laboratory.

Art 313—Advanced Drawing and Painting. (3).

Work is done in various selected mediums from original still life arrangements of flowers emphasizing value, texture, and tone. One hour lecture; four hours laboratory.

Art 411—Public School Art. (3).

This course includes the study of the place of Art in the program of the school from the standpoint of appreciation through creative expression. Problems in color and design from the standpoint of age, interest, attainment level of children are carried out in paper, water-color, finger painting, manuscript writing, crayon, and lettering.

Penmanship 100—Teaching of Penmanship. (1).

The purpose of this course is to teach the principles of an easy and legible business style of writing. The main purpose of the course is pedagogical. Two hours laboratory.

Penmanship 101—Teaching of Penmanship. (1).

This is a continuation of Penmanship 100.

DEPARTMENT OF BIOLOGY

Mr. Rudolph

Mrs. DuBois, Mrs. Frederick, Mr. Freeman

Courses in the Department of Biology are designed to increase the student's appreciation of his environment and to contribute to his cultural background. The courses meet the needs of students preparing to enter the fields of professional biology, medical technology, and nursing; and to meet the entrance requirements for dental, medical, and pharmacy schools.

Majors in biology are required to complete 44 hours in prescribed courses in biology and one year of general chemistry. Enough work to constitute a minor must also be completed in some other department. For those who plan to teach general science or to do graduate work in biology, one year each of mathematics, physics, and organic chemistry are recommended.

The major in biology may choose between two areas of concentration, botany and zoology, for the greater portion of his work. The majors who choose botany for their field of concentration will take biology 142, 143, 200, 201, 202, 203, 300, and 403. Those who choose zoology will take biology 141, 142, 143, 300, 330, 331, 332 and 404. The major in either field may elect 12 additional hours from any courses in biology above 199.

A minor in biology requires that the student complete 27 hours in the department including 141, 142, 143. Electives may be chosen from any biology courses above 199.

Premedical students may meet the biology requirements for entrance to medical school by completing biology 141, 142, and 143. It

is recommended that they also take 330, 331, and 332. Prepharmacy students may meet the biology requirements by taking biology 142, and 143. Biology 141 should not be taken by the prepharmacy student.

Student nurses may meet the biology requirement by taking biology 121, 122, and 130. Home economics majors are required to take biology 241 and 242. Students who plan to enter the field of medical technology should consult with some member of the biology staff who will suggest a suitable program to follow.

Elementary teachers may meet the science requirement for the elementary certificate by taking biology 111, 112, and 113. All students who plan to teach are referred to specific requirements for certification listed elsewhere in the catalogue and, in addition, should consult with the head of the Education Department.

DESCRIPTION OF COURSES

100—Nature Study. (3).

A course to encourage an interest in living things in relation to their environment, to develop the observational powers of the student, and to discover the aesthetic and cultural values of Nature Study in the grades. Two hours lecture, two hours field or laboratory work.

111, 112, 113—Introduction to Biology. (3 credits per quarter).

Designed primarily for those who plan to teach in the elementary grades and other students who may desire a general survey course in biology. A general survey of the plant and animal kingdoms with emphasis upon biological principles. Not acceptable for pre-medical requirements or biology major. Two one-hour lectures—discussion periods and one two-hour laboratory period each week.

121—Anatomy and Physiology. (4).

A detailed study of the structure of the human organism, but with physiological correlations whenever advisable. Lectures, demonstrations, and laboratory exercises. Two hours lecture and four hours laboratory.

122—Anatomy and Physiology. (4).

A continuation of 121. Physiological considerations predominate, but additional anatomical and histological studies are included where needed to clarify the subject. Two hours lecture, four hours laboratory.

130—Microbiology. (4).

Lecture-demonstrations, recitations, and quizzes are closely correlated with laboratory practice to develop an understanding of the characteristics and activities of micro-organisms and their relations to health and disease. Microscopic study and laboratory practice in some of the basic aseptic techniques are emphasized. No prerequisite, but General Chemistry is advised. Two hours lecture; four hours laboratory.

141—General Biology (Plant Biology). (4).

A survey course designed to introduce students to fundamental biological principles and processes studied from the standpoint of natural history, identification characteristics, physiological functions, adaptation, interrelationships, and economic importance. Three hours lecture; two hours laboratory.

142—Zoology. (4).

A continuation of Biology 141 in which the same plan of study is applied to invertebrate animals exclusive of Arthropoda. Three hours lecture; two hours laboratory.

143—Zoology. (4).

A continuation of Biology 142 in which the same plan of study is applied to the Arthropoda and to selected types of vertebrate animals. Three hours lecture and two hours laboratory per week.

200—General Botany. (4).

The structure and physiology of the higher seed plants will be studied. Two lectures; four hours laboratory.

201—General Botany. (4).

The morphology and classification of the lower plant forms, especially the algae, the fungi and the mosses. Two hours lecture; four hours laboratory. Prerequisite: Biology 200.

202—General Botany. (4).

A continuation of 201, dealing especially with ferns and gymnosperms, also the geographical distribution and general ecological relations of plants. Two hours lecture; four hours laboratory.

203—Field Botany. (4).

A study of the families of spring flowers; the collection, naming and mounting of representative specimens. This course may be taken in the spring quarter of the freshman year. Three hours lecture; two hours laboratory.

211—Entomology. (4).

An introductory course in which emphasis is placed upon insects of economic importance. A representative mounted collection of local insects is required. Two hours lecture; four hours laboratory.

220—Fruit Growing. (3).

A study of the principles of fruit growing, with special emphasis on the production of fruit for home consumption. Fruits regularly grown in home orchards of West Tennessee will be considered, but emphasis will be placed upon apples, peaches, and small fruits. Three lecture-recitations per week; field trips.

241, 242—Physiology. (4 credits per quarter) .

A study of the fundamental physiological processes of the human body. Studies of the structure of the various parts of the body will be included where they may be helpful to an understanding of the physiological principles involved. The laboratory work consists of experiments illustrating fundamental physiological processes. Designed for sophomores and others who have had at least eight hours of animal biology or zoology, or home economics majors by permission. A year of chemistry is recommended. Two hours lecture, four hours laboratory each week. Physiology 241 must precede 242.

300—Genetics. (4).

The general principles of genetics are studied, but plant material mainly is used for demonstration. Three hours lecture; two hours laboratory. Prerequisite: twelve hours of Biology.

302—Bacteriology. (4).

Microorganisms, especially bacteria, yeasts and molds, will be studied in their biologic and economic aspects. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of Chemistry.

310—Landscape Gardening. (3).

A study of landscape ornamental plants and planting plans. Three hours lecture-recitations per week; field trips.

315—History of Biology. (3).

The development of the biological sciences from early times and the influence of some of their contributions. Three hours lecture. Prerequisite: Twelve quarter hours credit in biological science.

320—Forestry. (3).

A study of trees in regard to their identification, strength and uses of wood, destructive agents, their requirements for growth, and their economic aspects. Two hours lecture; two hours laboratory.

330—Comparative Anatomy of Vertebrates. (4).

A comparative study of the organs and systems of selected forms of vertebrates. Two hours lecture; four hours laboratory. Prerequisite: Biology 142 and 143.

331—Comparative Anatomy of Vertebrates. (4).

Continuation of Biology 330. Two hours lecture; four hours laboratory. Prerequisite: Biology 330.

332—Vertebrate Embryology. (4).

A consideration of the fundamentals in the development of selected vertebrate embryos from the fertilized egg cell. Two hours lecture; four hours laboratory. Prerequisite: Biology 330 and 331.

340—Ornithology. (4).

A study of the habitats, migrations, nesting habits and the classification of birds. Field trips for recognition of the more common local birds will be organized as needed. Two hours lecture; four hours laboratory. Prerequisite: Twelve hours of biology, including Biology 143.

350, 351—Plant Physiology. (4 credits per quarter).

The functions of the morphological parts of plants and their reaction to their environment. Three hours lecture; two hours laboratory. Prerequisite: Twelve hours in the biological sciences. Biology 200 and 201 are desirable.

352—Ecology. (4).

A study of the interactions between organisms and their environment. Consideration is given to plant and animal societies that develop in response to their environmental factors. Three hours lecture; two hours laboratory. Part of the laboratory will be done as field work. Prerequisite: Twelve hours in the biological sciences.

Biology 360—Animal Parasitology. (4).

A general survey of morphology, life history, and economic importance of some of the parasites of man and domestic animals with special emphasis placed up those that affect man. Two lectures and four laboratory hours each week. Prerequisite: twelve hours of biology with laboratory.

Biology 361—Animal Parasitology (4).

A continuation of Biology 360. Two lectures and four laboratory hours each week.

403—Plant Histology. (4).

A detailed study of plant tissues, and the killing, staining and mounting of sections to make permanent slides. Open to juniors and seniors who have had Biology 200 or 202. Two hours lecture; four hours laboratory.

404—Animal Histology. (4).

A detailed study of animal tissues, and making of permanent microscope slides. Open to juniors and seniors who have had eight hours of zoology. Two hours lecture; four hours laboratory.

DEPARTMENT OF BUSINESS ADMINISTRATION**Mr. Crawford****Miss Brakefield, Mr. Buckingham, Mr. Burgess, Miss Johnson,
Mrs. Laird, Mrs. Leonard, Miss Teague, Mr. Trussell**

Objectives of the Department. It is the purpose of the Business Administration Department to provide its graduates with an adequate foundation in business principles and specialized abilities which will enable them to advance to position of responsibility and authority and to hold those positions with competence and efficiency; at the same time making provision for a broad general education. Special consideration is given to the preparation of outstanding teachers of business subjects.

The specific prescriptions for graduation with a major in the Department of Business Administration are as follows:

1. **General Requirements.** The requirements set down by the college for all graduates in all departments, as stated elsewhere in the catalog, are:

- a. A total of 198 quarter hours of credit with an average grade of C or better. A minimum of 72 of these hours must be in courses numbered above 299.
- b. Physical Education—five times per week for six quarters.
- c. Two years (18 credit hours) of prescribed courses in English.
- d. One year (9 credit hours) of prescribed courses in the History of the United States.

2. **Typewriting.** All majors and minors in Business Administration must demonstrate ability to write on the typewriter, using the touch system. For all except Secretarial majors, this requirement may be satisfied by passing an achievement test. Failure to pass this test will necessitate enrollment in a typing class during the first year.

3. **Minor.** Every major in Business Administration must select some other department as his minor or secondary field of concentration. He must complete such work in that department as may be designated by that department for the purpose. This will usually consist of approximately 27 credit hours of which 9 or more must be in courses numbered above 299.

4. **The Major.** The major comprises the courses in Business Administration specifically required for the degree. A student may specialize in any one of four phases of Business Administration—Accounting, Business Management, Sales Management, or Secretarial Administration. The sequences in each for the four years are given below. All courses listed are required, both those in Business Administration and other departments being given.

The sequences for Accounting and Management are identical for the first two years, specialization being undertaken at the start of the junior year. An individual 4-year sequence is set up for Secretarial students.

Major Sequences

The schedule of required material for every quarter during the four years for each type of major is shown below. The course sequences; as, Bus. Ad. 111-112-113, indicate that the first course shown (as: Bus. Ad. 111) is to be taken the first quarter, the second one (as: Bus. Ad. 112) is to be taken the second quarter, and the third one is to be taken the third quarter. If the numbers are joined by hyphens, it indicates that they all represent a single course covering two or three quarters. Course numbers separated by commas are individual courses and may be taken in some instances in any order.

The prescribed courses are indicated. Electives may be selected freely from the catalog except that the minor is to be worked out as part of the electives.

Accounting and Management—First Two Years

1st Year		2nd Year	
Bus. Ad.	111-112-113	Bus. Ad.	211-212-213
English	111-112-113	Bus. Ad.	221-222-223
History	111-112-113	English	211-212-213
or		History	221-222-223
Geog.	121-122-123	Electives:	6 hrs. each quarter
Electives:	6 hrs. each quarter	Phys. Ed.	Each quarter
Phys. Ed.	Each quarter		

Major in Accounting. The accounting sequence provides adequate preparation for all but the most technically specialized accounting activities. After completing the subjects indicated below, a person should be eligible to take a C. P. A. examination, and to hold practically any accounting position. He will also be well-grounded in management, especially if he selects as a part of his electives such courses as: Bus. Ad. 341, 342, 343, 441, 442, and 443.

3rd Year		4th Year	
Bus. Ad.	322-323, 326	Bus. Ad.	421-422, 423
Bus. Ad.	331-332, 336	Bus. Ad.	424, 425, 426
Electives:	12 hrs. each quarter	Electives:	9 hrs. each quarter

Minor in Accounting. A student may satisfy the requirements for a minor in Accounting by qualifying in typing and by completing the following subjects with grades satisfactory to the Department of Business Administration: Bus. Ad. 111-112-113, 221-222-223, 322-323, and 326.

Major in Business Management. The Business Management sequence is specifically developed for those who will later occupy various types of managerial positions in either private industry or public enterprise; or who will operate businesses of their own. Both operational and theoretical courses are offered.

3rd Year		4th Year	
Bus. Ad.	331-332, 336	Bus. Ad.	411, 412, 413
Bus. Ad.	341, 342, 343	Bus. Ad.	441, 442, 443
Electives:	12 hrs. each quarter	Electives:	9 hrs. each quarter

Major in Sales Management. The Sales Management sequence is developed to provide special training in the distributive occupations

for those whose major interests are in the field of selling and directing sales.

3rd Year

Bus. Ad. 331-332, 336
Bus. Ad. 341, 342, 343
Electives: 12 hrs. each quarter

4th Year

Bus. Ad. 411, 412, 413
Bus. Ad. 444, 445, 446
Electives: 9 hrs. each quarter

Minor in Business Management. A student may satisfy the requirements for a minor in Business Management (or general Business Administration) by qualifying in typing and completing the following courses with grades satisfactory to the Business Administration Department: Bus. Ad. 111-112-113, 221-222-223, and any one of the following sequences: Bus. Ad. 344, 345, 346; 411, 412, 413; and 441, 442, 443.

Major in Secretarial Administration. The Secretarial sequence provides a thorough foundation in secretarial activities and, at the same time, gives the student a broad, general business training.

1st Year

Bus. Ad. 111, 6 hrs. Elective
Bus. Ad. 161-162-163*
Bus. Ad. 221-222-223
English 111-112-113
Electives: 3 hrs. each quarter
Phys. Ed. Each quarter

2nd Year

Bus. Ad. 211-212-213
Bus. Ad. 251-252-253
English 211-212-213
History 221-222-223
Electives: 6 hrs. each quarter
Phys. Ed. Each quarter

*Students with previous typing training will not be permitted to enroll in 161; and may omit 162 by passing a qualifying examination.

3rd Year

Bus. Ad. 261-262, 366
Bus. Ad. 351-352-353
Electives: 12 hrs. each quarter

4th Year

Bus. Ad. 444-445-446
Bus. Ad. 451, 453, 462
Electives: 9 hrs. each quarter

Secretarial Minor. A student may fulfill the requirements for a minor in Secretarial Administration by qualifying in typing and completing the following courses with grades satisfactory to the Business Administration Department: Bus. Ad. 251-252-253; 351-352, 366, 444-445-446.

BUSINESS TEACHER PREPARATION

The requirements for permanent certification to teach Commercial courses in Tennessee high schools include: (a) 27 credit hours in Education and Psychology courses of which 15 are prescribed, some option being allowed in the selection of the remaining 12; and (b) 27 credit hours in Business Administration courses with stated numbers of credits in the selected teaching fields.

The 15 prescribed credit hours in Education are as follows:

- Ed. 205. Educational Psychology (3).
- Ed. 211. Principles of Secondary Education (3).
- Ed. 411. Materials and Methods in Commercial Subjects (3).
- Ed. 416-417. Student Teaching (3 credits per quarter).

The 12 additional credit hours in Education are to be selected from the following:

- Ed. 300. History of Education (3).
- Ed. 301. History of Education in the United States (3).
- Ed. 307. Psychology of Adolescence (3).
- Ed. 309. Educational Measurements (3).
- Ed. 310. Educational Sociology (3).
- Ed. 311. The Secondary School Curriculum (3).
- Ed. 312. High School Administration (3).
- Psych. 112. General Psychology (3).

The number of credit hours required by a Business Administration major for certification in the various high school commercial subjects and the courses in college which satisfy them are:

Bookkeeping or Accounting—9 credit hours in accounting courses.

Commercial Law—9 credit hours in business law (satisfied by Bus. Ad. 331-332 and 426) and 9 hours in economics (satisfied by Bus. Ad. 211-212-213).

Economics—9 credit hours in economics (Bus. Ad. 211-212-213).

Shorthand—9 credit hours in shorthand courses.

Typewriting—9 credit hours in typing courses.

Office Management—6 credit hours from the Management sequence (Bus. Ad. 441, 442, 443, and 446).

Salesmanship—6 credit hours from the Salesmanship sequence (Bus. Ad. 341, 342, 343).

DESCRIPTION OF COURSES

111-112-113—Introduction to Business (3 credits per quarter):

A survey of the general business field; analysis of requirements and opportunities in business with a view toward assisting students in determining specific objectives; development of a background for an understanding and interpretation of procedures which will be encountered in distribution, management, and other business courses; acquisition of a basic business vocabulary. Three lectures per week.

161-162-163—Elementary Typing (3 credits per quarter).

Mastery of the typewriter keyboard, development of correct typing habits, application of typing skills to the writing of letters and manuscripts and to tabulation techniques, development of speed and accuracy. Four hours per week. Laboratory fee, \$1.00 per quarter.

Note. A student with previous training in typing will not be permitted to enroll in 161. By passing a qualifying examination a student may omit course 162.

211-212-213—Principles of Economics (3 credits per quarter).

A first course in economics which presents a fundamental understanding of the principles of supply and demand, production and distribution, and monetary theory and practice. Major credit allowed only on completion of course 213. This course is given in the Division of Social Sciences as Econ. 211-212-213.

221-222-223—Principles of Accounting (3 credits per quarter).

A beginner's course covering the principles and theories of modern accounting practice. Covers the entire accounting cycle and the preparation of the more common types of business reports. Required of all Business Administration majors and all Accounting and Management minors. Major or minor credit allowed only on completion of course 223. Two lectures and one 2-hour laboratory period per week.

251-252-253—Fundamentals of Shorthand. (3 credits per quarter).

A study of the principles of Gregg Shorthand, development of proficiency in writing shorthand from dictation and transcribing it accurately on the typewriter, complete coverage of shorthand theory. Prerequisite: Bus. Ad. 161-162-163 (or equivalent). Major or minor credit allowed only on completion of course 253.

261-262—Advanced Typing. (3 credits per quarter).

Improvement of typing habits and techniques, development of speed and accuracy in copying material on the typewriter, application of typing skills to tabulation and statistical matter. Prerequisite: Bus. Ad. 161-162-163 (or equivalent). Four hours per week. Laboratory fee of \$1.00 per quarter.

322-323—Cost Accounting. (3 credits per quarter).

Accounting for materials, direct labor, and factory expense; operation of the process, production order, standard, and estimated cost systems. Three lectures per week. Prerequisite: Bus. Ad. 221-222-223.

326—Intermediate Accounting. (3).

Cash and Receivables, Inventories, Investments, Fixed Assets and Depreciation, Intangibles, Liabilities, Capital Stock and Surplus, Source and Application of Funds, Partnership Organization and Dissolution. Three lectures per week. Prerequisite: Bus. Ad. 221-222-223.

331-332—Business Law. (3 credits per quarter).

Contracts; relationship of principal and agent, principal and surety, employer and employee, insurer and insured, bailor and bailee, vendor and vendee, and landlord and tenant; negotiable instruments; conveyances and property rights; partnerships; corporations. Prerequisite: Bus. Ad. 211-212-213; Junior Classification.

Note. A third quarter in Business Law is satisfied by Bus. Ad. 426.

336—International Trade. (3).

History and criticism of national commercial policies and doctrines; recent techniques for the control of imports, exports, and foreign investments; trade barriers; the problem of international cooperation and trade agreements; problems of policy presented by war and postwar readjustment. Prerequisite: Bus. Ad. 211-212-213.

341—Marketing. (3).

Essentials of the present day market structure, methods of distribution, functions of the various types of middlemen. Emphasis is placed on marketing of farm products as raw materials. Prerequisite: Bus. Ad. 211-212-213.

342—Advertising. (3).

Functions, theory, principles, and applications of advertising; techniques for measuring the effects of advertising on human motives, interest, habits, and other functions as they relate to advertising practice. Prerequisites: Bus. Ad. 211-212-213 (Psych. 112 recommended).

343—Retailing. (3).

Current trends in retailing; salesmanship techniques; economics of retailing; retail store management and operation; records and reports of the retail store; planning and operation of the budget; merchandise planning and control. Prerequisite: Bus. Ad. 211-212-213, 341.

344—Real Estate. (3).

Real estate law, property descriptions, methods of transferring property, joint ownership, tax sales and title to property, inheritance of real property. Prerequisite: Bus. Ad. 211-212-213.

345—Insurance. (3).

Theory, practice, and problems in the principal types of insurance; life, fire, marine, casualty, and surety insurance; rates and rating; actuarial activities. Prerequisites: Bus. Ad. 211-212-213.

346—Transportation. (3).

Development of the American transportation system—waterways, highways, railways, and air; character of modern transportation services; rates and rate making; public aid and regulation; problems of traffic management. Prerequisites: Bus. Ad. 211-212-213.

351-352-353—Advanced Shorthand Theory (3 credits per quarter).

Review of shorthand theory, expansion in vocabulary, shortcuts in taking dictation, intensive practice in taking shorthand notes and transcribing them accurately. Prerequisite: Bus. Ad. 251-252-253 (or equivalent). Laboratory fee of \$1.00 per quarter.

366—Office Standards and Procedures. (3).

Procedures and responsibilities of all departments of the modern office; use and economics of mechanized devices; analysis, interpretation, and construction of various types of business documents prepared in different departments of the modern office. Prerequisites: Bus. Ad. 111; 163 (or equivalent) 211-212-213.

411—Investments. (3).

Security analysis, evaluation of securities, investment limitations of various groups, the investment market, sources of information, interpretation of financial news, diversification principal, functions of investment banks. Prerequisites: Bus. Ad. 211-212-213; 221-222-223.

412—Money and Banking. (3).

History and development of monetary systems, standards, types of currency, Federal Reserve System, banking operations, international banking operations. Prerequisites: Bus. Ad. 211-212-213.

413—Public Finance. (3).

Methods of taxation—city, county, state, and national; public spending; development of the national debt; possible economies. Prerequisite: Bus. Ad. 211-212-213.

421-422—Advanced Accounting. (3 credits per quarter).

Consolidations and mergers, statement of condition, home and branch accounting, agencies, receivership records, fire loss accounts, other processes. Three lectures per week. Prerequisites: Bus. Ad. 322-323; 326.

423—Analysis of Financial Statements. (3).

Nature and scope of financial reports, effectiveness of analysis techniques, interpretation of business reports, specific study of typical statements. Three lectures per week. Prerequisite: Bus. Ad. 326.

424-425—Auditing. (3).

Procedures and practices in verification of accounts and preparation of audit reports. A practice audit is carried out. Two lectures and one 2-hour laboratory period per week. Prerequisite: Bus. Ad. 322-323; 326.

426—Federal Tax Laws and Regulations. (3).

A study of Federal and state income tax regulations and training in the preparation of various income tax returns including returns for individuals, partnerships, corporations, and fiduciaries. This course with 331-332 completes the 9-hour prerequisite for teaching Commercial Law in high school. Prerequisites: Bus. Ad. 331-332.

436—Consumer Economics (3).

Problems of the consumer in dealing with retailers and producers. Prerequisite: Bus. Ad. 211-212-213.

441—Business Organization. (3).

Types of business organization, methods of financing business enterprise, organization of the various departments of business. Prerequisite: Bus. Ad. 211-212-213.

442—Business Management. (3).

Methods of office management, planning for efficient and economical operation, duties and activities of the various departments. Prerequisites: Bus. Ad. 211-212-213.

443—Personnel Administration. (3).

Practices in use for improving internal morale in industries; methods used in selecting new employees and making promotions; an attempt to evaluate plans for improvement. Prerequisites: Bus. Ad. 111-112-113, 211-212-213.

444-445-446—Business Correspondence. (3 credits each quarter).

Development of an effective command of the English of business and an ability to use various forms correctly, the elements of the several types of business letters, methods of filing business correspondence and other documents. Prerequisites: Bus. Ad. 111 (or equivalent), 211-212-213, and ability to type. Laboratory fee of \$1.00 for course 446.

451—Applied Secretarial Practice. (3).

A study of the qualifications, duties, and training of a secretary; relation of secretarial work to other activities of the office; acquaint-

ance with basic office equipment. Prerequisites: Bus. Ad. 111-112 (or equivalent), 211-212-213, 262, 352.

453—Secretarial Dictation. (3).

Shortcuts in taking dictation, practice in taking technical letters and reports, conferences and minutes, court testimony and depositions, development of an increased speed in transcription. Prerequisites: Bus. Ad. 451, 462.

462—Secretarial Typing. (3).

Practice to increase speed and accuracy in sustained typing, copying various forms used in business; such as, summons, complaint, and other legal papers; specifications, contracts, and the like. Class meets four times per week. Prerequisites: Bus. Ad. 262, 444-445. Laboratory fee of \$1.00 per quarter.

DEPARTMENTS OF CLASSICAL AND MODERN LANGUAGES

Miss Smith

Mrs. Heatherly, Miss Heiskel, Mr. Linden

LATIN

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training, as a means of learning English, as the chief source of technical terms used in science and law, and as the key to general knowledge.

The Johnson Memorial Library with its several hundred volumes on Roman antiquities and Latin literature offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. The several classes in the department take charge of the biweekly programs and the annual Latin tournament banquet.

The Major. Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language, and eighteen of which must be chosen from courses numbered 200 and above. A group major may consist of twenty-seven hours in the Latin language and nine hours in French or Spanish. In this combination, eighteen hours must be in Latin courses numbered 200 and above.

A second field of concentration of twenty-seven credit hours in a related field is required. English, French, or Spanish is recommended.

The electives will be selected by the student and approved by the head of the department directing the subjects selected.

Latin 100a is open to students who have not previously studied Latin.

Students who have completed one high school unit of Latin may enter Latin 100b with permission of the instructor.

Courses 100-101-102 are open to students who enter with two units of high school Latin, or who have successfully completed courses 100a and 100b, or who have successfully completed course 100c.

Courses 110, 304, 404, and 408 are given in English and are open to students who have had no Latin.

DESCRIPTION OF COURSES

100a—Elementary Latin. (3).

Fundamentals of grammar; Latin and English vocabulary; selected readings.

100b—Elementary Latin. (3).

Grammar; vocabulary and word study; selected readings.

100c—Intermediate Latin. (3).

Grammar; vocabulary and word study; selected readings from Caesar.

100—Cicero's *Orations Against Catiline*. (3).

The *Orations* are studied and are used as the basis for Latin prose composition.

101—Advanced Latin Grammar and Composition. (3).

This course includes the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero's *Pro Marcello*, *Pro Archia*, *Pro Lege Manilia*. (3).

103—Vergil's *Aeneid*, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization. Course given in English. Open to students not taking Latin.

112—Survey course in Roman literature. (3).

This course is based on translations of the Latin classics. It is designed to give the students a knowledge of the history of Latin literature and an understanding of Latin masterpieces in relation to Roman life and European literature.

120—Ovid—Selections from *Metamorphoses*, *Fasti*, *Tristia*. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's *Essays*. *De Amicitia*. *De Senectute*. (3).

200—Pliny's *Letters*. (3).

201—Plautus' *Captivi*, with a study of Roman comedy, its relation to Greek and to modern comedy. (3).

202—Vergil. Books VI-XXII of *Aeneid*. (3).

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's *Odes and Epodes*. (3).

301—Tacitus' *Agricola*. (3).

302—Cicero's *Letters*. (3).

303—Terence's *Phormio*, with attention to Roman manners, and to the structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in the Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Teaching Caesar. (3).

The organization of the vocabulary and syntax of Caesar; the geography and history connected with the Gallic War; a type study of the Battle of Alesia; of the material selected for reading in the second year of high school. In this course the students are required to read widely in the writings of Caesar and to become familiar with his career.

403—Martial's *Epigrams*. (3).

The topics include such points as the meters and variety of poetic form in the epigrams of Martial's satire; the pithy style, and his illustration of life at Rome.

404—Greek and Roman Art. (3).

This course enables Latin teachers to know and make available to students a large body of material in foreign and American museums.

405—Advanced Horace. (3).

Roman life in the time of Horace is studied through his writings and those of his contemporaries. A careful study is made of the *De Arte Poetica*.

408—The Mediterranean World. (3).

A survey of the historical civilization, with special emphasis for Latin teachers.

Materials and Methods in Teaching Latin—See Education 400.

FRENCH

The basic aims for the teaching of French are to acquire:

- a. An acquaintance with the culture, civilization, and history of France,
- b. Fluency in speaking French,
- c. Ability to read with appreciation the masterpieces of French literature.

The Major. A student majoring in French must complete 27 credit hours in French above the freshman year.

A second field of concentration of 27 hours is required.

The electives will be selected by the student and approved by the head of the department directing the subjects selected.

Tests will be given to determine whether or not a student who has had two years of French in high school should take French 211.

Note. Credits in French toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high school French.

DESCRIPTION OF COURSES

111, 112, 113—First Year French. (3 credits per quarter).

Pronunciation, grammar, oral and written composition. An elementary reading knowledge is acquired, but the main emphasis is placed on the acquisition of a vocabulary for speaking as well as reading.

211, 212, 213—Second Year French. (3 credits per quarter).

Grammar work is completed and pronunciation perfected. Vocabulary building is continued through the reading of short stories. At the end of the second year the ability to read at sight masterpieces of the short story and to carry on a simple conversation is required.

311, 312, 313—Survey of French Literature. (3 credits per quarter).

A comprehensive study of French literature from the beginnings to the second world war. Great representative masterpieces are read. As a prerequisite the student should have had his survey course in English and American literatures so that he can contrast and compare the great literary movements with greater understanding.

321—Composition and conversation. (3).

Training in pronunciation; thorough review of grammar with special reference to idioms; intensive practice in conversation and comprehension; ear training through dictation, fluent oral reading, and listening to phonograph records.

322—Poetry. (3).

Lyric poetry from its beginnings to the twentieth century.

323—The Essay—Philosophic Prose. (3).

A critical reading and discussion of philosophic ideas and Rabelias, Descartes, Pascal, La Rochefoucauld, Montesquieu, Voltaire, and Rousseau.

411, 412, 413—The Novel. (3 credits per quarter).

Novels are read in historical order of development. The course begins with the medieval romance and ends with twentieth century popular novels. The chief emphasis is on the nineteenth century novels.

421, 422, 423—The Drama. (3 credits per quarter).

Critical reading of representative plays from the Middle Ages to the present to illustrate the origin and development of the drama in France. The emphasis is on classic drama.

Materials and Methods in Teaching French—See Education 400.

SPANISH

The aim of the teaching of Spanish is to train students to use Spanish as a tool; that is, to teach them to speak and write Spanish as well as to understand spoken and written Spanish.

The Major. A student majoring in Spanish must complete 27 credit hours in Spanish above the freshman year.

A second field of concentration of 27 credit hours is required.

A student who wishes to major in Spanish will be advised to take certain related courses as well as the prescribed courses in Spanish, on a basis of what studies he has had in high school and whether he wishes to use Spanish commercially or as a teacher.

Tests will be given to determine whether or not a student who has had two years of Spanish in high school should take Spanish 211.

Note. Credit in Spanish toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high school Spanish.

DESCRIPTION OF COURSES

111, 112, 113—First Year Spanish. (3 credits per quarter).

Pronunciation, grammar, content, reading. Open to students who have had no Spanish. Students who have had only one year of high school Spanish may enter 112 at midterm.

211, 212, 213—Second Year Spanish. (3 credits per quarter).

Review and building of grammar and vocabulary, content reading, some conversation. Open to students who have had two years of high school Spanish or other equivalent of 111-112-113.

311, 312, 313—Survey of Spanish Literature. (3 credits per quarter).

History of Spanish literature from the twelfth century to the present day; study of the development of poetry, prose, and drama; reading of representative works in the various fields in successive periods. Open to students who have had the equivalent of 211-212-213.

321—Advanced Composition and Conversation. (3).

Development of ability and skill in the use of Spanish in practical, everyday experiences; review of grammar and vocabulary building where necessary. Open to students who have had the equivalent of 211-212-213.

331—Commercial Spanish. (3).

Study of technical terms, vocabulary, and phraseology used in business and commerce with Spanish-speaking countries; such as, letters, invoices, papers required by consular regulations, and the like. Open to students who have had the equivalent of 211-212-213.

332—Commercial Spanish. (3).

Continuation of 331. Special emphasis is given to drill in the use commercial terminology and problems connected with foreign trade.

411—Drama of Siglo do Oro. (3).

Sixteenth century classic drama.

412—Romantic Poetry and Drama. (3).

The first half of the nineteenth century.

413—Modern and Contemporary Drama. (3).

The late nineteenth and early twentieth centuries.

421—Early Spanish-American Literature. (3).

Writings of the Colonial Period reflecting pre-Columbian literature; periods of Independence and Romanticism.

422—Spanish-American Drama, Short Story, and Poetry. (3).

423—La Novela Criolla. (3).

The Spanish-American Novel.

431—The Early Spanish Novel. (3).

Development of the novel from the earliest forms through *Don Quijote*.

432—The Realistic Spanish Novel. (3).

The latter half of the 19th Century.

433—Modern and Contemporary Prose Writers. (3).

20th Century novelists, essayists, etc.

Materials and Methods in Teaching Spanish—See Education 400.

Note: Credit in Spanish toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high-school Spanish.

GERMAN

The objectives in teaching German are: a reading knowledge of German, a thorough understanding of grammatical principles, an appreciation of German literature, art, and culture, and the ability to speak and write German.

DESCRIPTION OF COURSES

111—Beginning German. (3).

Simple reading, vocabulary, pronunciation, and in grammar the declensions of nouns and adjectives and the conjugation of the verbs (simple tense).

112—Beginning German. (3).

Simple reading, vocabulary, pronunciation, basic grammatical principles complete. Prerequisite German 111 or equivalent.

113—Beginning German. (3).

Extensive prose reading, building up the vocabulary, grammar review and pronunciation. Prerequisite German 112 or equivalent.

211—Intermediate German. (3).

Prose readings in German literature, enlarging the vocabulary, perfecting the pronunciation. Prerequisite German 113.

212—Prose Readings in German Literature. (3).

Intensive study of several masterpieces. Prerequisite course 211.

213—Advanced Readings in German Literature. (3).

Extensive reading of prose, lyric and dramatic poetry. Prerequisite course 212.

222—Scientific German. (3).

Readings in medical or scientific German. Open to students who have completed course 211.

223—Scientific German. (3).

Readings in advanced medical or scientific German. Open to students who have completed course 222.

DEPARTMENT OF EDUCATION**Mr. Rumble****Mrs. Cobb, Miss Rawls, Mr. Roland**

The Department of Education has as its primary objective the training of teachers, supervisors, and administrators for the public schools of Tennessee. Requirements for graduation are set up by the College. Requirements for Certification are set up by the State Board of Education. The student's faculty advisor will help the student prepare a program of study leading to certification as well as to graduation. In addition to the four year curricula, there is offered a two-year curriculum for the training of elementary teachers meeting minimum certification requirements of the Tennessee State Board of Education. Education courses 200 to 210, 300 to 310, and 400 to 410 are general courses open to all students; courses 211 to 219, 311 to 319, and 411 to 419 are for secondary teachers; courses 220 to 229, 320 to 329, and 420 to 429 are for elementary teachers.

Degree Curriculum for Secondary School Teachers

The student who desires the Permanent Professional Certificate to teach in the high schools of Tennessee may meet the professional requirements of the State Department of Education by including among the electives for the General Degree Curriculum the following courses in Education:

	Quarter Hours
Education 205, 211, 311.....	9
Education 300 (or 301), 307, 309, 310, 312.....	9
Education 413, 418; or Ed. 411, 416, 417 (or 412).....	9
Total	27

A graduate who has met the Education requirements outlined above may be certified to teach each of the high school subjects in which he has met the quarter-hour requirements specified by the State Department. The requirements as outlined are to be considered as a minimum. Other Education courses should be selected according to the needs of the student. Only nine quarter-hours credit in all types of psychology are acceptable, however, for certification. For a cultural background, it is recommended that in addition to the required courses of the General Degree Curriculum (English, History and Physical Education) the students have some work in Speech, Natural Science, General Psychology, and Art and Music Appreciation.

Degree Curriculum for Elementary Teachers

The student who desires the Permanent Professional Certificate to teach in the elementary schools of Tennessee may meet the requirements of the State Department of Education by including among the electives for the General Degree Curriculum (English 111, 112, 113,

211, 212, 213 and History 211, 212, 213 are required) the following courses:

	Quarter Hours
Art 111 (or 112 or 113), 214.....	6
Biology 111, 112, 113 (or 141, 142, 143).....	9
Education 205, 226, 321, 322 (or 323), 426.....	15
English 351	3
Geography 121, 122, 123.....	9
Health 103, 200, 241.....	9
Mathematics 121	3
Music 121, 122 (or 403).....	6
Physical Education 201.....	3
Psychology 112	3
Total	66

It is recommended that the student who is working toward the Degree Curriculum in Elementary Education earn 18 quarter-hours credit in Education in addition to the minimum listed above. She may choose from the following: Education 205, 300, 301, 309, 320, 322 or 323, 326, 329, 427 and 428.

The student planning to teach in the elementary school must at the time of registration each quarter report to the Professor of Elementary Education who will serve as her counselor and approve her matriculation cards before the Dean will give final approval.

The candidate for a degree in the curriculum for elementary teachers may satisfy the requirements in the first field of concentration with 36 quarter hours, and in the second field of concentration with 18 quarter hours. The student's choice of fields of concentration and elective courses should be made with the needs of the elementary schools in mind.

Two-Year Curriculum for Elementary Teachers

The student who desires the Permanent Professional Certificate to teach in the elementary schools of Tennessee may meet the requirements of the State Department of Education by completing the following curriculum which requires a minimum of 72 weeks in residence.

	Quarter Hours
1. Arts—Fine and Practical, Appreciation and Applied.....	6
2. Education—	
a. Psychology—General and Child.....	6
b. Materials and methods in the various elementary school subjects, including supervised observation. (Should include such subjects as the teaching of reading, arithmetic, language, geography, health, etc., or in the new type of curriculum, large units, activities for various grades, citizenship, local and state history).....	9
c. Directed observation, participation and teaching (90 clock hours)	3 18
3. English—	
a. Composition, oral and written.....	9
b. Survey, American and English Literature.....	6
c. Children's Literature. (Should include world literature suitable for children).....	3

d. Speech may be substituted in (a) or (b).....	3	18
4. Health. (This will include health service, 3 quarter hours; nutrition, 3 quarter hours; and health instruction content, 3 quarter hours).....	9	
5. Music—Appreciation and Public School Music.....	6	
6. Physical Education. This should be plays and games for elementary schools	3	
7. a. Science for the grades, or nature study, or general science	9	
b. Or biology	9	9
8. Social Science—		
a. Problems of Civilization.....	9	
or American History and Civics.....	9	
b. Geography	9	18
9. Mathematics—Arithmetic (content)	3	
Total		90

**To Change from High School Certificate to Elementary Certificate
After Graduation and Vice Versa**

The holder of a permanent professional high school certificate may obtain the permanent professional elementary certificate upon completion of the following courses:

	Quarter Hours
1. Methods:	
a. Teaching the Social Studies in Elementary Grades (Ed. 321)	3
b. Teaching the Language Arts in Elementary Grades (Ed. 226)	3
2. Public School Music for Elementary Grades (Mus. 121).....	3
3. Art for Elementary Grades (Art 411).....	3
4. Health for Elementary Grades (Health 103).....	3
5. Student Teaching on the Elementary School Level (Ed. 426) 3	
Total	18

The holder may change from a permanent professional elementary certificate based on the four-year curriculum to high school:

1. Meet the quarter-hour requirements in high school subjects 6	
2. Principles of Secondary Education (Ed. 211).....	3
3. Materials and methods courses in two fields of Secondary Subjects in which the applicant will become certified (Ed. 411, 412)	6
4. Student teaching on the secondary level and in the certified area (Ed. 416)	3
Total	18

Notations following course titles indicate course numbers at Memphis State College. The above outline was approved by the State Board of Education on May 8, 1942, and applies to those who entered college with the fall term of 1938 or since and wish to change from one area of teaching to the other.

Superintendent's and Supervisor's Certificates

Students preparing for careers in Elementary and Secondary Education may, after acquiring the necessary experience, be qualified for special certificates in the fields of supervision and administration, provided they have complied with the requirements set forth for such certificates. Special attention is called to the two certificates described in the next two paragraphs.

A Permanent Professional Certificate for County Superintendent may be issued to a person who has (1) graduated from a college approved by the State Board of Education; (2) completed 27 quarter hours in Education as prescribed by the State Board of Education; and (3) has had 24 months experience as teacher or supervisor.

A Permanent Professional Supervisor's Certificate shall be issued to the applicant who (1) is a graduate of a college approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in Education including general and special methods, school supervision, and administration; (3) has had at least twenty-four months experience in actual school work; and (4) is not less than twenty-four years of age.

Student Teaching and The Training School

The Training School is maintained to give students an opportunity for observation of good teaching practices and for actual teaching experience.

Students who wish to secure teaching certificates are requested to register their intention with the Head of the Department of Education and the Director of Student Teaching by the close of the sophomore year in order that guidance may be given them in the selection of a teaching field and professional courses. Students should file their applications with the Director of Student Teaching the quarter preceding the one they plan to do student teaching.

The assignment of students in Elementary Education is made by the Director of Student Teaching upon recommendation of the Professor of Elementary Education; in Secondary Education by the Director of Student Teaching upon recommendation of the Professor of Secondary Education and the Head of the Department in which the student is registered. Students in Elementary Education are urged to register for 6 quarter hours of student teaching in the same quarter, that they may have ample time in the Training School. Students in Secondary Education, who have had Ed. 413, will register in Ed. 418 for five quarter-hours credit; students who have had Ed. 411 will register in Ed. 416 and Ed. 417 for a total of six quarter-hours credit. Ed. 412 may be substituted for Ed. 417.

Requirements for Student Teaching:

1. Classification as a senior.
2. As many quality credits earned as quarter hours.
3. As many quarter hours earned in the subject field as required for certification by the State Department.
4. Three quarter hours or more in methods in the subject field to be taught, if at the high school level; if at the elementary level the student should have met the requirements for the elementary certificate except for student teaching.
5. Recommendation of the Department of Education and the Department in which the student is registered.

DESCRIPTION OF COURSES**General Education Courses****205—Educational Psychology. (3).**

This course deals with the nature of the learner, his equipment and mental health; the role of the social environment; the general nature of learning; learning to deal with one's physical and social worlds; growth and maturity of personality; and evaluation of progress in education. **Prerequisite:** Psychology 112 or consent of instructor.

206—Child Psychology. (3).

An analysis of child development to determine normal behavior at various age levels, an understanding of how parents, teachers and other leaders of children must work together to insure a well adjusted personality in whatever environment the child finds himself. An examination of types of maladjustment most frequently found among children. **Prerequisite:** Psychology 112 or consent of instructor.

300—History of Education. (3).

A general survey course covering ancient, medieval, and modern education. (Both Education 300 and 301 may be taken for credit toward graduation but only one may be used toward meeting the twenty-seven hours required in Education for Secondary School Certification.)

301—History of Education in the United States. (3).

This course traces the development of the American school system from its earliest beginnings to the present time. Emphasis is laid upon the development of a free public school system and the forces which brought it into existence, sustain it, and stimulate its growth. Great educational leaders and the growth of educational institutions are considered. (Both Education 300 and 301 may be taken for credit toward graduation but only one may be used toward meeting the twenty-seven hours required in Education for Secondary School Certification.)

307—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in planning and teaching the high school courses of study, in the supervision of extra-class activities in the high school, and in guiding and counseling with adolescents. **Prerequisite:** Psychology 112 or consent of instructor.

309—Educational Measurements. (3).

This course deals with the principles underlying the construction of objective tests, and with problems relating to the intelligent use and interpretation of school measurements by teachers and administrators. Practice is given in constructing new-type and essay tests, and in the elements of statistical procedure necessary for the interpretation of school measurements.

310—Educational Sociology. (3).

This course deals with the interaction of the individual and his cultural environment; with the effect of learning upon group life, and, in turn, the effect of the smaller group life upon the larger society. It seeks to explain how education as a social process may, under optimum conditions, eliminate social defects, perpetuate desirable in-

stitutions, group activities, group forms and practices, and attain for society the ideals and standards it aims to achieve.

Secondary Education Courses

211—Principles of Secondary Education. (3).

The purpose of this introductory course in secondary education is to direct the student in the development of a broad, general understanding of why we have secondary schools, how the secondary school has come to be what it is, how it is to do what it is supposed to do, how we can tell if it is doing what it is supposed to do, and what it takes to be a successful teacher in the secondary school. **Prerequisite:** Education 205 or consent of instructor.

311—The Secondary School Curriculum. (3).

This course is designed to afford some help in the clarification of educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

312—High School Administration. (3).

This course is offered as a concise description of modern useful practices in organizing and administering secondary schools, types of high schools, selection and assignment of staff, program of studies, records, management of buildings and grounds, pupil personnel, guidance, selection, retention and improvement of teachers, and interpreting the school to the public.

316—Guidance in the Secondary School. (3).

An introduction to guidance programs in the secondary schools. Emphasis is placed upon the functions of guidance in relation to adolescent needs, the principles and techniques of guidance, the functions of different guidance workers, and an analysis of representative programs of guidance in selected secondary schools.

411—Materials and Methods in High School Subjects. (3).

Objectives, nature of content, and grade placement of courses offered at the secondary school level in the subject matter area under consideration. Tools of instruction needed to carry on the work of the department; organization of courses and units of instructional teaching procedures and practice. **Prerequisite:** Education 205, 211, 311 and satisfactory preparation in subject matter field.

412—Materials and Methods in High School Subjects, Second Course. (3).

For students desiring a methods course in a second field. **Prerequisite:** Education 411 and satisfactory preparation in the subject matter field.

413—Materials and Methods in High School Subjects, General Course. (4).

Objectives, nature of content, and grade placement of courses offered at the secondary school level in the subject matter area under consideration. Tools of instruction needed to carry out the work of the department; organization of courses and units of instructional teaching procedures and practices. Student must arrange for one hour conference period each week with the head of his department for

special instruction in methods. **Prerequisite:** Education 205, 211, 311 and satisfactory preparation in subject matter field.

416—Student Teaching in High School Subjects. (3).

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups. **Prerequisite:** At least one quarter of residence at Memphis State College, senior classification, satisfactory preparation in subject-matter field and professional courses (Education 205, 211, 311, and 411) and the approval of the Head of the Department of Education, Head of the Department in which the student is registered, and the Director of Student Teaching. Application should be made one quarter in advance.

417—Student Teaching in High School Subjects. (3).

For students who have had Education 416 and desire student teaching in a second area. **Prerequisite:** Education 416 and satisfactory preparation in subject-matter field, and approval of Head of Department of Education, Head of the Department of the subject matter area, and of the Director of Student Teaching.

418—Student Teaching in High School Subjects. (5).

Same as Education 416 with provision made for additional teaching experience, participation in guiding extra-class activities, and additional conferences with the Director of Student Teaching. **Prerequisite:** Education 413 instead of Education 411, with all other requirements the same as for Education 416.

Elementary Education Courses

226—The Teaching of Language Arts in the Elementary Grades. (3).

This course stresses the importance of developing good habits of listening, speaking, reading and writing. Approved techniques for developing these habits are studied and observed in practice in the training school, along with the principles of child development in the formation of attitudes favorable to teaching. **Prerequisite:** Education 206 or consent of instructor.

229—Observation, Participation, and Practice in the Elementary Grades. (3).

Five hours teaching and one hour conference per week, for candidates for the elementary certificate based on two years of college work. **Prerequisite:** Psychology 112 and Education 206, 226, 321, 322 (or 323).

320—Primary Education. (3).

This course emphasizes the necessity for establishing the habits in reading, writing, spelling, pronunciation, simple sentence structure, fundamentals in arithmetic, etc., that determine the pupil's success in all further education. Approved techniques for developing these habits are studied along with the principles of child psychology involved in the formation of attitudes favorable to teachers.

321—The Teaching of Social Studies in the Elementary Grades. (3).

An analysis will be made of the social studies problems in which the children of the elementary grades are interested. These will begin with the child's interest in his home and reach out to his interest in the world as a whole. Units or work will be studied and developed

to learn how the social studies are correlated with all phases of the elementary program.

322—The Teaching of Natural Science in the Elementary Grades. (3).

A study is made of the natural environment as a child would view it. The type of activities that would challenge a child is carried out in the classroom. The work of the course is based on *Craig's Science for the Elementary School Teacher*.

323—The Teaching of Arithmetic in the Elementary Grades. (3).

This course deals with the teaching of arithmetic in the elementary school. It begins with the primary grades and builds up an understanding of the meaning of number. An insight into the reasons why certain methods are used will help the student make arithmetic more meaningful to children.

326—The Teaching of Reading in the Elementary Grades. (3).

A study of reading methods designed to develop thoughtful, independent readers. Remedial reading techniques, and the correlation of reading with other phases of the elementary school program.

329—The Elementary School Program. (3).

A study of the major aims of the elementary school; planning the daily program through the integration of related subjects; learning to keep and interpret various types of records and reports. Considering the importance of proper teacher-pupil, teacher-teacher, teacher-administrator, and teacher-parent relationships. Special emphasis on the P. T. A. program in Tennessee.

426—Student Teaching in the Elementary Grades. (3).

Observation of the growth and development of pupils and of methods of teaching; participation in school activities, culminating in assuming responsibility for teaching entire groups. Conferences with the supervising teacher and with the Director of Student Teaching are provided for in the student's program. **Prerequisite:** The student should have met the requirements for the elementary certificate except for student teaching.

427—Student Teaching in the Elementary Grades. (3).

Prerequisite: Student must have had or be taking Education 426.

428—Student Teaching in the Elementary Grades. (3).

Prerequisite: Student must have had or be taking Education 426 and 427.

429—Workshop for Teachers in the Elementary Grades. (9).

A course designed to meet the needs of teachers in service by offering an opportunity to work cooperatively on problems which are real to teaching situations, and which meet the needs of the individual. Individual consultations, observations in the Training School, community studies, and social development. **Prerequisite:** Teaching experience and consent of the Director of the Workshop.

DEPARTMENT OF ENGLISH**Mr. Evans**

Mr. Allen, Mr. Bannon, Mr. Bouvier, Mrs. DuBard, Mrs. Evans, Mr. Flowers, Mrs. Fox, Mr. Gaugh, Miss Scott, Mr. White, Mr. Williams, Mrs. Williams, Mr. Yerian

All candidates for graduation at Memphis State College are required to complete English 111, 112, 113, 211, 212, 213, or their equivalent.

In addition to this requirement of 18 quarter hours, students majoring in English must complete courses in the department as follows:

English 321, 322, 323.....not less than 6 hrs.

English 341, 342, 343.....not less than 3 hrs.

English 421, 422, 423.....not less than 6 hrs.

English 432, 433.....not less than 3 hrs.

Elective courses in English amounting to not less than 9 hours must be completed.

Students majoring in English will choose a second field of concentration in which they must complete not less than 27 hours, at least 9 hours of which must be represented by courses numbered above 299.

English majors planning to teach in the elementary school are expected to take English 351, and those planning to teach in high school, Education 400. Courses in English history are strongly urged. Students contemplating graduate study in English should take courses in foreign languages.

Description of Courses**111—English Fundamentals. (3).**

This course deals with basic principles of written and oral expression. Emphasis is placed upon functional grammar and mechanics of writing. Attention is given to diction, the sentence, the paragraph, and to short narrative and expository themes. Oral and written book reports are included.

112—English Fundamentals. (3).

This course continues the work of the preceding course, emphasis being placed upon more complex forms of written and oral language. The writing culminates in a comprehensive exposition based on extensive library investigation.

113—English Fundamentals. (3).

In this course emphasis is placed upon extensive reading and writing. An appreciative introduction to types of literature is given, with writing based upon the readings of the course.

211—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

212—English Literature. (3).

Continuation of English 211—from Wordsworth to the contemporary period.

213—American Literature. (3).

Designed to acquaint the student with the best of American literature, the procedure being the same as in English 211.

221—World Literature—Ancient Period. (3).

Classics from ancient literature, principally Greek and Roman, are studied with a view to discovering permanent elements of culture. English translations are used.

222—World Literature—Medieval and Modern Period. (3).

Classics of various European nations of medieval and modern times are read in translation. Elements of modern culture are pointed out.

223—Biblical Literature. (3).

A study of the place of the Bible in the literature of the world is undertaken. Attention is given to various literary forms, including narrative, historical, biographical, prophetic, dramatic, poetic, and parabolic.

321—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century.

322—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

323—Southern Literature. (3).

An examination is made of the literature produced in the South and that pertaining specifically to the South. The contributions of Southern literature to American culture are emphasized.

331—The Short Story. (3).

A study of the short story in various countries combined with practice in plotting and writing stories. **Prerequisite:** Permission of the instructor.

332—Modern Poetry. (3).

Much reading is required in the work of recent and contemporary English and American poets. Lectures are given on movements and tendencies.

333—Modern Drama. (3).

Twenty-five modern plays are read and discussed from the standpoint of interpretation and structure.

340—Seventeenth Century English Literature. (3).

Prose and poetry of the Seventeenth Century, exclusive of Milton.

341—Eighteenth Century English Literature. (3).

The course includes the writings, both poetry and prose, from 1660 to 1780. Some attention is given to historical and philosophical backgrounds of the period.

342—Romantic Poets of the Nineteenth Century. (3).

A careful study is made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period are noted.

343—Victorian Prose and Poetry. (3).

A study of critical and philosophical prose and minor poetry of the period.

351—Literature in the Elementary Grades. (3).

Materials and methods in children's literature; an historical survey of literature for children from earliest times to the present, in poetry and prose; critical evaluation of recent children's books; the educational value of literature for the development of wholesome attitudes is emphasized.

371—Advanced Composition. (3).

Individual work in exposition. Prerequisite: Proficiency in the fundamentals of composition and permission of the instructor.

372—Advanced Composition. (3).

Individual work in description and narration. Prerequisite: as in 371.

373—Advanced Composition. (3).

Individual work in familiar essay, narrative, criticism, and thesis writing. Prerequisite: either 371 or 372.

421—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible are read and discussed in class.

422—The Poetry of Milton. (3).

A study of the poetry of Milton, with attention to the theological and philosophical backgrounds of Milton's thought.

423—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion are considered, as well as their connection with forerunners and successors.

431—Development of the Drama in England. (3).

The English drama is studied with reference to the various influences to which it was subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

432—Shakespeare's Tragedies. (3).

The principal tragedies are read, and critical examination is made of five. Attention is given to the principles governing Shakespearian tragedy.

433—Shakespeare's Comedies and Histories. (3).

The best known comedies are included in the course, as well as a few of the history plays.

441—The English Language. (3).

Basic principles of language development—language history and philology.

442—The English Language. (3).

A continuation of English 441, attention being given to phonetics, semantics, and vocabulary building.

443—English Grammar. (3).

Advanced English grammar for English majors and students planning to teach English.

451—The Novel. (3).

From the rise of the English novel to the early nineteenth century.

452—The Novel. (3).

The English and American novel to the close of the nineteenth century.

453—The Novel. (3).

The modern novel in England and America, with some attention to the novel in other countries.

Speech

241—Fundamentals of Speech. (3).

This is a course in oral English based on the students' need for speech consciousness. The objective of the course is to give the student a knowledge of the speech mechanism, a training in good vocal quality and levels of spoken English. Though it presents the theory, it also emphasizes the practice of good speaking by providing experience in the preparation and delivery of extempore speeches and in oral reading.

242—Fundamentals of Speech. (3).

In this course the student is given opportunity to put into practice knowledge gained in the preceding course. Attention is given to various types of public speaking.

243—Fundamentals of Speech. (3).

A continuation of Speech 242. The composition and delivery of longer and more formal speeches than in the preceding course.

341—Advanced Public Speaking. (3).

Argumentation, debate, and discussion.

342—Advanced Public Speaking. (3).

Public discussion and debate.

343—Advanced Public Speaking. (3).

Speeches for special occasions.

DRAMATICS

NOTE: All students registered for courses in dramatics are required to serve on the technical staffs of dramatic productions.

Dramatics 251—Fundamentals of Dramatics. (3).

Elementary technical production. Scenery construction and painting and the elements of stage lighting. Class schedule: two lectures and one laboratory a week.

Dramatics 252—Laboratory Dramatics. (3).

Fundamentals of play directing. A beginning course for directors. The directing elements of composition, picturization, movement, rhythm and pantomime are analyzed. Class schedule: two lectures and one laboratory a week.

253—Dramatic Production.

Speech and Movement for the Stage: an elementary course in acting. (3).

351—Dramatic Production Practice. (3).

An advanced course in acting.

352—Dramatic Production Practice. (3).

Theatrical Design—Scenery, Costumes, and Make-up. The planning and rendering of stage design.

Class Schedule: 2 lectures and 1 laboratory a week.

353—Dramatic Production Practice. (3).

Advanced Play directing. Planning the production and direction of the long play, modern and historical. The student directs one-acts and serves as head of one of the departments on the production staff of departmental or school productions.

Schedule: 2 lectures and 1 laboratory a week.

371—History of the Theatre and Survey of the Drama. (3).

Greek through Renaissance. The study of the drama in its theatrical setting.

372—History of the Theatre and Survey of the Drama. (3).

From Renaissance to Modern Times. A continuation of Dramatics 371.

373—History of the Theatre and Survey of the Drama. (3).

The Modern Theatre. A continuation of Dramatics 372.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**Mr. Humphreys****Mr. Curlin, Mr. Davis, Mr. Hatley, Miss Roane**

The purposes of the health and physical education courses are to improve the habits and principles of health for individuals, and in the schools; to develop the individual physically, and to train teachers of health and physical education. The aims specifically are: (a) to guide youth in the conservation and improvement of their own health, (b) to cultivate in the student socially desirable attitudes and traits, (c) to emphasize the acquiring of skills in recreational physical activities that can be used pleasantly and profitably in adult life, (d) to provide a corrective and adaptive program for students with a physical weakness or handicap, and (e) to acquaint prospective teachers with the importance of health and physical education in order that the school may make its proper contribution to the promotion of health and wholesome living to the individual, the family, and the community.

All students are required to take Physical Education 100 for three quarters and Physical Education 200 for three quarters. If officially excused from active participation the student is still required to register for these courses, but will attend the class held for the inactive group.

Members of the varsity or Freshman athletic squads, upon recommendation of the coach concerned may substitute activity on an athletic squad for Physical Education 100 or Physical Education 200 for that quarter in which participation is engaged in.

A major in this department consists of not less than 45 quarter hours of Health and Physical Education, exclusive of Physical Education 100 and Physical Education 200.

The department strongly recommends that majors in this department qualify for the elementary or high school certificate.

The Major. The requirements for a major in Physical Education are:

1st Year. Phys. Ed. 100; Biology 121, 122, 130; Health 101, 102, 103.

2d Year. Phys. Ed. 200, 201; Health 241; Health 200; Psychology 112.

3d Year. Phys. Ed. 301, 311, 331, 333, 341, 342; Sociology 211, 212.

4th Year. Phys. Ed. 332; 9 hours from other Phys. Ed. courses.

DESCRIPTION OF COURSES**Health****101—Personal Hygiene. (3).**

The course is primarily a practical one, designed to teach the student the value of correct living. The function of the human body is discussed along with methods of caring for it and applying the findings of science and medicine to improve and preserve living. Three hours lecture.

102—Community Hygiene. (3).

Community health problems and control agencies. A study of the development of community hygiene; environment health hazards and their control; the community attack on specific diseases and the functions of public health agencies. Three hours lecture.

103—Health Education Content. (3).

This is a course designed to develop attitudes, habits and ideals for healthful living on the elementary grade level. Attention is given to the various health problems; elementary physical diagnosis of remediable defects and communicable diseases; correlating health instruction with other subjects of the curriculum. Three hours lecture.

200—School Health Service. (3).

Study of methods to promote the health of school children through the detection and correction of physical and mental defects, limitation of preventable diseases, maintenance of a healthful mental and physical environment, training in health habits, and the cultivation of desirable attitudes toward life. Three hours lecture per week.

241—Nutrition. (3).

See Home Economics 241.

PHYSICAL EDUCATION**100—Conditioning Exercises and Games. (1).**

3 quarters required of all students.

200—Selected Physical Activities. (1).

Three quarters required of all students selected from activities listed below which will be offered different quarters during the year. Prerequisite: three hours Physical Education 100.

FOR MEN

- (a) Tumbling
- (b) Boxing
- (c) Wrestling
- (d) Tennis
- (e) Golf
- (f) Basketball
- (g) Volleyball
- (h) Swimming
- (i) Touch-football
- (j) Inactive group
- (k) Softball

FOR WOMEN

- (l) Tap Dancing
- (m) Tumbling
- (n) Tennis
- (o) Golf
- (p) Archery
- (q) Basketball
- (r) Volleyball
- (s) Swimming
- (t) Inactive group
- (u) Recreational games
- (v) Folk Dancing

201—Plays and Games for Elementary Schools. (3).

This course covers the activity for the first six grades, taking into consideration the type of work suitable for each grade. Stunts, calisthenics, story plays, etc., on the proper grade level. Three hours lecture. \$.50 fee required.

301—History and Principles of Physical Education. (3).

Study of the beginnings of physical education systems and practices with developments down to modern times. Changes as related to political and economic cycles are traced with the underlying principles common to all epochs shown. The final effort is to show the place of a sound physical education program in the modern school systems with a proper appreciation of its historical development. Three hours lecture.

311—Community Recreation. (3).

A study of community recreational needs, how the school with other

agencies can meet these needs. Special emphasis on adult recreation including programs for stunt night, carnivals, and other community gatherings. Three hours lecture.

312—Club and Scout Leadership. (3).

A general study is made of the organization, and guidance of youth clubs and scout troops. Topics such as community and school service, first aid, nature study, group singing, hiking, outdoor cooking, games, and contests. Two hours lecture, two hours laboratory.

313—Playground Methods and Activities. (3).

This is a lecture and laboratory course in the direction of activities on a public park or playground. A study is made of the activities carried on in the Memphis City Parks. Emphasis is placed on creative play and lead-up games for the major sports. Two hours lecture, two hours laboratory. \$.50 fee required.

321—Fundamentals and Technique of Football. (3).

Fundamentals of football coaching with special emphasis on blocking, tackling, passing, punting, catching; principles of line and back-field work, and the manner of playing the various positions: Formations of plays, generalship, signal system, and scouting; some coaching problems; study of the rules. Three hours lecture supplemented by demonstration on field.

322—Fundamentals and Technique of Basketball. (3).

This course deals with the theory and practice of basketball coaching; History of the game and study of the rules. A study is made of offensive and defensive systems, and drills for the development of fundamental skills in the game are taught. Training and conditioning of basketball squads are covered; classroom work supplemented with practice on gymnasium floor. Three hours lecture.

323—Fundamentals and Techniques of Track and Field. (3).

A study of the accepted forms of starting, hurdling, distance running, pole vaulting, discus and javelin throwing, and sprinting; study of physical conditions affecting speed, endurance, and fatigue; the selection and preparation of contestants for the various track and field events; managing and officiating of games and meets; study of rules. Three hours lecture supplemented by demonstration on track.

324—Fundamentals and Techniques of Baseball and Softball. (3).

This course covers the theory and practice of baseball coaching with attention given to the coaching of the individuals in base running, fielding, batting, and pitching; detail study is made of each position; offensive and defensive team play; officiating; scoring; study of rules. Three hours lecture supplemented by demonstration.

325—Team Sports for Women. (3).

Theory and practice of teaching athletic sports for women; sports dealt with include basketball, volleyball, soccer, softball, and speedball; practice in measuring achievement and in officiating; practical work with sophomore gym classes. Two hours lecture, two hours laboratory.

326—Teaching Adult Recreative Sports. (3).

Instruction in the fundamentals of adult recreative games, badminton, ping pong, shuffle board, tennis, horseshoes, and archery; methods of teaching these games to high school physical education

classes with limited facilities. Two hours laboratory will be spent in observing and teaching these activities in freshman and sophomore gym classes. Two hours lecture, two hours laboratory.

327—Rhythmical Activities. (3).

Rhythms designed for the various school levels and for recreational groups including folk and tap dancing; principles of selection and teaching, analysis of materials, student teaching. Two hours lecture, two hours laboratory.

331—Physical Education Activities for High School. (3).

A study of the needs, abilities, and interest of high school boys and girls. Includes gymnastics, heavy apparatus, and activities that are suitable to be used in a high school program. Three hours lecture.

332—Tests and Measurements in Physical Education. (3).

To familiarize the student with various tests and measurements in the field of physical education. Special attention to methods of giving and scoring tests and to the uses to be made of the results obtained. An evaluation of test material and testing programs forms an important part in the course. Three hours lecture.

333—Organization and Administration of Health and Physical Education. (3).

A study of administrative problems of health and physical education, including curriculum, facilities, buying and caring for equipment, general class organization, and organization of an intramural program. Three hours lecture.

341—Safety and First Aid. (3).

Instruction for students who wish to familiarize themselves with first aid and safety measures. First aid materials are used in practice; recognition of injuries and emergency treatment practiced; first aid and safety for the home, school, and community are covered. Three hours lecture. A fee of \$.50 is charged to cover first aid supplies.

342—Corrective and Adaptive Physical Education. (3).

A textbook course supplemented by lectures and demonstrations on the mechanics of physical deformities and their causes. Abnormalities of the spine, feet, and other postural and function conditions are discussed. Treatment by active and passive movements is applied in corrective physical education class for freshman and sophomores. Two hours lecture, two hours laboratory.

343—Athletic Conditioning and Treatment of Athletic Injuries. (3).

Covers both practical and theoretical aspects of treatment of athletic injuries; the subjects of massage, bandaging, treatment of sprains, strains, and wounds. There are also lectures on diet, determination of fatigue, and conditioning of athletes. A fee of \$.50 is charged to pay cost of tape, bandages, and other materials used. Three hours lecture.

DEPARTMENT OF HOME ECONOMICS

Miss Henderson, Miss Whitaker

The Department of Home Economics is designed to provide professional education qualifying for teaching in junior and senior high schools. It also includes those phases of learning related to personal living, family life, and homemaking. A number of courses are offered

which are designed to help students take their places in family and community life more effectively. These courses, taken in proper sequence, are open to anyone.

The Major. The requirements for a major in Home Economics are:

1st Year. Home Ec. 111, 112, 171, 181, 241, 242; Chem. 111, 112, 113.

2d Year. Home Ec. 113, 243, 291; Biology 241, 242, 302.

3d Year. Home Ec. 311, 312, 313, 341, 342, 343; Economics 211, 212.
Sociology 211, Chem. 321, 322, 323; Education 300, 302*, 400.

4th Year. Home Ec. 421, 471, 472, 481, 482, 483; Education 307, 406, 407.

*Education 309, 311, or 312 may be substituted for Education 300, 302, or 307.

Minor in Home Economics—A student majoring in another department may satisfy the requirements for a minor in Home Economics by completing not less than 27 hours of home economics of which nine hours are in courses numbered above 299.

DESCRIPTIONS OF COURSES

Clothing and Textiles

111—Clothing Selection. (3).

This course is planned to help the student develop standards in selection, purchase, use, and maintenance of the wardrobe from the standpoint of design and materials. No construction of garments. Three hours lecture.

112—Clothing Construction I. (3).

Fundamental principles of garment construction applied to wash materials, selection and use of commercial patterns, principles of fitting. One hour lecture; four hours laboratory. Prerequisite: Home Economics 111.

113—Clothing Construction II. (3).

Continuation of 112. Garments of cottons and rayons. Emphasis is placed upon development of standards and judgment in fitting and construction. One hour lecture; four hours laboratory. Prerequisite: Home Economics 112.

311—Advanced Dressmaking. (3).

Problems in construction, fitting, and finishing garments to develop techniques in handling wools and rayons. One hour lecture; four hours laboratory. Prerequisites: Home Economics 112, 113 (or equivalents).

312—Textiles. (3).

Study of textile fabrics used in clothing and the household, characteristics of textile products as determined by fibers and processes. Two hours lecture; two hours laboratory. Prerequisites: Home Economics 111; Chemistry 111.

313—Dressmaking and Design. (3).

Advanced construction, techniques of handling silks and rayons, development of individual designs. One hour lecture; four hours laboratory. Prerequisites: Home Economics 112, 113, 311.

421—Children's Clothing. (3).

Selection, design, and construction of clothing for various age groups. Emphasis is placed on the contributions of suitable clothing to the education and health of the child. One hour lecture; four hours laboratory. Prerequisites: Home Economics 111, 112, 113.

Foods and Nutrition

241—Elementary Nutrition. (3).

A study of the nutritive value of food, the factors influencing the body food requirement and the relation of food selection to health. Three hours lecture.

Students desiring credit for nutrition in the Department of Health should register for this course as Health 241.

242—Principles of Food. (3).

A study of the principles underlying the selection, buying and preparation of foods; an introduction to the planning, preparation and serving of meals. One hour lecture; four hours laboratory.

243—Meal Planning and Service. (3).

Planning, preparation and serving of food for the family. Emphasis is placed on management factors. Meals are planned and prepared on different cost levels. One hour lecture; four hours laboratory. Prerequisite: Home Economics 242.

341—Advanced Meal Planning and Table Service. (3).

Meal preparation, methods of table service for various types of occasions, marketing and the costs of meals. Laboratory work consists of individual and group planning, preparation and service of meals to family size and larger groups. One hour lecture; four hours laboratory. Prerequisites: Home Economics 241, 242, 243, prerequisite or parallel Chemistry 113.

342—Nutrition I. (3).

A study of the fundamentals of human nutrition and their application to individual and family dietaries. Two hours lecture; two hours laboratory. Prerequisites: Home Economics 241, 242, and 243. Prerequisite or parallel, Chemistry 321.

343—Nutrition II. (3).

Planning dietaries to meet the requirements of the individual at different age levels. An introduction to the study of special diets. Two hours lecture; two hours laboratory. Prerequisite: Home Economics 342. Prerequisite or parallel, Chemistry 322.

Home Management and Related Art**171—Introduction to Present Day Living. (3).**

This course is planned to help the student make the proper adjustments in personal and group life during college and afterwards. Topics considered are: Choice of vocation, factors essential to successful marriage and family life, and the contribution of Home Economics to general education. Three hours lecture.

This course is open to all students, and is required of all first and second quarter students enrolled in other Home Economic courses.

181—Art in Everyday Life. (3).

Fundamental design principles and color theory are presented as a basis for appreciation, good judgment, and good taste in selection and use of clothing and house furnishings. The course is planned to aid the student in making applications to other art problems in everyday life. It is prerequisite to the course in house furnishings. Three hours lecture.

291—Health of the Family and Home Nursing. (3).

Building health habits; protection against illness and accidents, physical care of the infant, simple procedure in caring for the sick and aged. Two hours lecture; two hours laboratory.

471—Family Relationships. (3).

A continuation of the study of problems introduced in Home Economics 171 with emphasis upon the factors related to the achievement of satisfaction in the family group and the responsibilities of the family to community life. Three hours lecture.

472—Child Development. (3).

The study of the child's social, emotional and mental growth. Emphasis is placed on the preschool child with references to his place in the family group. Three hours lecture.

481—House Furnishing. (3).

A brief study of the most common types of domestic architecture and suitable furnishings for use with each, principles of design and color theory applied to selection and arrangement of the house and its furnishings. One hour lecture; four hours laboratory. Prerequisite: Home Economics 181.

482—Household Equipment. (3).

Selection, placing, use, care, and repair of household equipment for most efficient use of time, energy, and money available. Two hours lecture; two hours laboratory. Prerequisite: Home Economics 481.

483—Home Management and Consumer Education. (3).

Problems of management of money, time, and energy; study of consumer goods from standpoint of the homemaker as the household buyer; guides to buying. Three hours lecture. Prerequisites: Home Economics 481, 482.

Home Economics Education

Methods of Teaching Home Economics. (See Education 411.)

Supervised Teaching in Home Economics. (See Education 416-417-418.)

DEPARTMENT OF INDUSTRIAL ARTS**Mr. Coltharp****Mr. Hejkal, Mr. Street, Mr. McIntosh**

The general objectives of the Industrial Arts courses are as follows:

1. Teacher training for students planning to teach Industrial Arts on the secondary school level.
2. Pre-engineering training for students planning to enter the engineering profession.
3. Consumer education for all enrollees in the department, with a view toward a functioning knowledge and use of industrial methods, tools, and products.
4. Avocational training for students planning to utilize Industrial Arts experiences as a foundation for leisure-time activities.
5. Terminal vocational training for students wishing to combine a college education with specific training in the departmental offerings.

The Major. Students majoring in Industrial Arts are required to complete 42 credit hours, including the prescribed courses listed in the general course description.

The Minor. In addition to his major, each student must select as a minor a second field of concentration in another department, and must complete such courses as that department may designate for the purpose. This will consist of 27 credit hours of which 9 or more will be in courses numbered above 299.

Majors planning to teach metalwork and woodwork will take the following courses: Industrial Arts 141, 151, 152, or 155, 161, 162, 163, 271, 272, 273, 343, 361, 362, 363, 371, 372, 373, 453, 461, 462 and 463.

Majors planning to teach drafting and woodwork will take the following courses: Industrial Arts 151, 152, 153, 161, 162, 163, 251, 252, 253, 341, 351, 352, 353, 361, 362, 363, 453, 461, 462, 463, and in addition Art 211, 212, and 213 should be included in the schedule.

Majors planning to teach metalwork and electricity will take the following courses: Industrial Arts 141, 151, 152, 154, 243, 251, 271, 272, 273, 281, 282, 283, 341, 351, 352, 353, and 453. In addition, physics 211, 212, and 213 should be included in the schedule.

Majors planning to teach drafting and electricity will take the following courses: Industrial Arts 141, 151, 152, 154, 251, 271, 272, 273, 281, 282, 283, 341, 351, 352, 353, and 453. In addition, physics 211, 212, and 213, and Art 211, 212, and 213 should be included in the schedule.

Minor in Industrial Arts. A student majoring in another department may satisfy the requirements for a minor in Industrial Arts by completing not less than 27 hours of Industrial Arts courses including one general shop course, and 151, and 152.

Pre-engineering students planning to matriculate in technical schools are advised to acquaint themselves with the courses recommended by the school of their choice. After doing this, enrollment in the department should be completed only after careful consideration of the courses offered, and on the advice of members of the departmental staff.

General Courses

141—General Shop. (2).

A general survey course, with the major emphasis on electricity, metalwork, and woodwork. Four hours laboratory.

142—General Shop. (2).

A general survey course, with the major emphasis on leatherwork and the graphic arts. Four hours laboratory.

143—General Shop. (2).

A general survey course, with the major emphasis on ceramics, cement, and plastics. Four hours laboratory.

243—Home Mechanics. (3).

A course dealing with the common problems of maintenance, use, and selection of household equipment. One hour lecture, four hours laboratory.

341—Materials of Industry. (3).

A study of the materials used in current industrial manufacturing processes. Three hours lecture. Prerequisite: Nine hours credit in Industrial Arts. Required of all majors.

343—Production Analysis. (3).

A study of industrial production methods. Three hours lecture. Prerequisite: Junior classification. Recommended for all majors.

400—Materials and Methods. (See Education 400, 401, 402.)

406—Student Teaching. (See Education 406, 407, 408.)

441—Industrial Arts for Teachers. (3).

A course planned to give teachers a working knowledge of the common hand tools, materials, and processes useful in developing an activity program. One hour lecture, four hours laboratory. Prerequisite: Junior classification. (Offered only during summer).

462—Tools and Maintenance. (3).

This course deals with the selection and care of hand and machine tools common to Industrial Arts shops. One hour lecture, four hours laboratory. Prerequisite: Senior classification. Required of all majors.

463—Production Methods. (3).

A study and practice of assembly line and mass production procedures. Projects completed in this course are the property of the college. One hour lecture, four hours laboratory. Prerequisite: Senior classification. Recommended for all majors.

Graphic Arts

151—Mechanical Drawing I. (3).

An introductory course in the fundamentals of drafting practice. One hour lecture, four hours laboratory.

152—Mechanical Drawing II. (3).

A continuation of Industrial Arts 151, with the addition of assembly drawings, sectional and auxiliary views. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 151.

153—Descriptive Geometry. (3).

A study of the space relations of points, lines, and surfaces. Three hours lecture. Prerequisite: Industrial Arts 152.

154—Electrical Drawing. (3).

A study of electrical symbols and their use in house and radio wiring. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 151.

155—Blue Print Reading. (3).

A course stressing the interpretation of drawings. Three hours lecture. Students who have credit in two or more courses of drawing will not be given credit in this course.

251—Engineering Drawing I. (3).

A study of the various representations of machine elements. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 152, and 153 or 155.

252—Engineering Drawing II. (3).

A continuation of Industrial Arts 251; course requirements include complete detail and assembly drawings of a small machine. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 251.

253—Industrial Design. (3).

A study of the principles of structural design and surface enrichment. Three hours lecture. Prerequisite: Industrial Arts 151. Required of all majors.

351—Architectural Drawing I. (3).

A study of the fundamental principles of architectural practices and techniques. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 152.

352—Architectural Drawing II. (3).

A continuation of Industrial Arts 351; course requirements include the development of complete plans for a house of the student's selection. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 351.

353—Architectural Drawing III. (3).

A study of perspective drawing, pencil rendering, and complete estimates and specifications. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 352.

453—School Room Planning. (3).

Organized around the major problem of planning all details of a typical school room. Three hours lecture. Prerequisite: Senior classification. Required of all majors.

Metalwork

271—Wrought Iron. (3).

This course takes up the study and uses of wrought iron, with the emphasis upon hand processes. One hour lecture, four hours laboratory.

272—Sheet Metalwork. (3).

A study of the common sheet metals, with manipulative processes

dealing with hand tools. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 151.

273—Art Metal. (3).

A course dealing with metals and processes used in the making of art metal and jewelry projects. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 141 or 271.

371—Machine Shop I. (3).

A course in the fundamentals of the machining of metals. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 271.

372—Welding and Foundry. (3).

A study of arc and gas welding, and common foundry practices. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 371.

373—Machine Shop II. (3).

The course project consists of casting, machining, and assembling the parts of a small machine. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 372.

Electricity

281—Basic Electricity. (3).

A study of the practical applications of electricity. One hour lecture, four hours laboratory.

282—Electrical Wiring. (3).

A study of house wiring and power transmission. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 281.

283—Radio. (3).

A basic course dealing with circuits, tubes, filters, and transmission of messages; with manipulative work consisting of the assembling of a standard set. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 281.

Woodwork

161—Beginning Woodwork. (3).

An introductory course in the area of hand woodwork. One hour lecture, four hours laboratory.

162—Machine Woodwork I. (3).

A beginning course in the use of the more common woodworking machines. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 141 or 161.

163—Wood Turning I. (3).

This course takes up the study and use of the wood turning lathe. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 141 or 161.

361—Wood Turning II. (3).

An advanced course including face plate, spindle, and chuck turning. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 163.

362—Upholstery. (3).

A study of the fundamentals of pad and spring upholstery. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 161.

363—Wood Finishing. (3).

A study of current practices in hand and machine finishing processes. One hour lecture, four hours laboratory. Prerequisite: Nine hours woodwork.

461—Machine Woodwork II. (3).

A course involving the use of power equipment in the completion of furniture. One hour lecture, four hours laboratory. Prerequisite: Industrial Arts 162 and 163.

DEPARTMENT OF MATHEMATICS

Mr. Kaltenborn

Mr. Anderson, Mrs. Clark, Mrs. Kaltenborn,

Mrs. McBride, Mr. Thomas

This department offers basic mathematics training appropriate to the various programs of study. While it is not necessary that every student acquire a working knowledge of mathematics, it is desirable that every student obtain at least a general acquaintance with the nature of mathematics as an essential part of a well-rounded education. The course Survey of Mathematics (Math. 121, 122, 123) is designed to fill this need. It is recommended for students in liberal arts, and for all prospective teachers except those in mathematics or the natural sciences. For the latter, a study of the technical courses in mathematics is recommended.

Technical courses in mathematics are offered for students in the natural sciences or engineering. It is strongly recommended that such students complete the courses listed for a minor in mathematics. Pre-Engineering students who lack high-school credit in Solid Geometry should schedule this course (Math. 100). Students who lack adequate background in high-school algebra should complete Intermediate Algebra (Math. 110) before scheduling College Algebra (Math. 111).

Candidates for the Elementary Certificate may satisfy the mathematics requirement by completing the first quarter of Survey of Mathematics (Math. 121). Only one of the courses Math. 110 or 121 may be taken for credit towards graduation or certification; and neither of these courses may be taken for credit if Math. 111 has been completed previously.

Minor in Mathematics. The following sequence of courses is recommended for pre-Engineering students, or for a minor in mathematics for students majoring in a natural science: college algebra, trigonometry, analytic geometry, and calculus (Math. 111, 112, 113, 311, 312, 313). Students majoring in any other field may offer this same sequence for a minor in mathematics, or they may make appropriate substitutions in this sequence with the approval of the head of the department of mathematics.

Major in Mathematics. Requirements for a degree in Mathematics are as follows:

(1) Completion of at least 39 quarter-hours in mathematics, including 12 quarter-hours in calculus, and 12 quarter-hours in courses numbered above 313.

(2) Completion of at least 12 quarter-hours in one of the fields of biology, chemistry, or physics.

(3) Fulfillment of the general college requirements, described elsewhere in this catalog, concerning courses in English and American history, physical education, and the total number of hours and quality credits.

Students who plan to teach will include in their electives all courses required for certification, shown elsewhere in this catalog. Students who are interested in applied mathematics may elect additional courses from the natural sciences. To avoid too narrow a specialization, all students majoring in mathematics will be encouraged to include in their electives some general courses from the social sciences, education, language or literature.

Description of Courses

100—Solid Geometry. (3).

The usual topics of solid geometry (lines and planes, polyhedrons, cylinders, cones, spheres) stressing the nature of a proof, understanding of spatial relationships, and mastery of formulas for surface areas and volumes. Prerequisite: one year of high-school geometry.

110—Intermediate Algebra. (3).

The fundamental operations of algebra; fractions; linear equations; evaluation of formulas; quadratic equations; laws of exponents.

Credit towards graduation or certification is not allowed for this course if either of the courses Math. 111 or 121 has been completed previously.

111—College Algebra. (5).

Review of the fundamental operations; factoring, fractions, and linear equations; functions and graphs; laws of exponents; logarithms and applications; quadratic equations and systems with applications; binomial theorem; variation; progressions; elementary theory of equations; determinants. Prerequisite: At least $1\frac{1}{2}$ years of high school algebra, or Math. 110.

112—Trigonometry. (5).

The trigonometric functions; functions of special angles; identities; reduction formulas; solution of right and oblique triangles, with applications; radian measure; inverse functions; trigonometric graphs; right spherical triangles. Prerequisite: Math. 111.

113—Analytic Geometry. (5).

The coordinate system; the straight line; the circle; general principles of graphing; the conic sections; graphs of the transcendental functions; parametric representation; polar coordinates; introduction to solid analytic geometry, including sketching of simple surfaces. Prerequisites: Math. 112 and at least one year of high school geometry.

121, 122, 123—Survey of Mathematics. (3 credits per quarter).

A general cultural course covering the fields of arithmetic, geometry, trigonometry, analytic geometry, and calculus. Designed to give the student a knowledge of the general nature of mathematics, and the types of problems that can be solved by mathematics, but without attempting to impart a mastery of the technique of performing all the mathematical operations. Collateral reading on selected topics.

The first quarter, Math. 121, includes a review of the essential principles of arithmetic, and completion of this course will satisfy the

mathematics requirement for the Elementary Certificate. Credit towards graduation or certification is not allowed for Math. 121 if either of the courses Math. 110 or 111 has been completed previously.

222—Mathematics of Finance. (3).

Simple and compound interest; discounts; equation of value; amount and present value of annuities; deferred annuity; installment buying. Prerequisite: Math. 111.

223—Mathematics of Finance. (3).

General annuities; logarithmic solution of annuity problems; sinking funds; building and loan associations; evaluation of bonds; life annuities; life insurance. Prerequisite: Math. 222.

311—Calculus. (4).

Limits; differentiation of algebraic functions, with applications to velocity, related rates, maxima-minima and approximations; integration of polynomials, with applications to areas and volumes. Prerequisite: Math. 113.

312—Calculus. (4).

Differentiation of transcendental functions; curvilinear motion; radius of curvature; integration by basic formulas, by parts, by substitution, and by special devices; determination of areas, volumes, work, and fluid force by integration.

313—Calculus. (4).

Centroids and moments of inertia; approximate integration; indeterminate forms; series; Maclaurin's and Taylor's expansions; multiple integrals; differentiation and integration with polar coordinates.

322—Statistics. (3).

Tabular and graphical representation of statistical data; measures of central tendency and dispersion; probability; the normal distribution. Prerequisite: Math. 311.

323—Statistics. (3).

Skewness and kurtosis; moments and check formulas; correlation; sampling; curve-fitting. Prerequisite: Math. 322.

341—Theory of Equations. (3).

General theorems on roots of algebraic equations; approximate solutions of equations by graphs, Horner's method, and Newton's method; general solution of cubic and quartic equations; solution of simultaneous systems by higher order determinants. Prerequisite: Math. 313.

351—Vector Analysis. (3).

Elementary operations; scalar and vector products; differentiation; differential operators; integration; applications. Prerequisite: Math. 313.

411—Differential Equations. (3).

Primitive of a differential equation; first order equations, and applications; singular solutions; linear equations with constant coefficients. Prerequisite: Math. 313.

412—Differential Equations. (3).

Linear equations of the second order; equations of higher order;

integration in series; total differential equations; partial differential equations of the first order. Prerequisite: Math. 411.

423—Advanced Calculus. (3).

Review and critical study of the processes of differentiation and integration; multiple integrals; partial differentiation; hyperbolic functions; line integrals, and Green's theorem. Prerequisite: Math 313.

DEPARTMENT OF MUSIC

Mr. Harris

Mr. Austin, Mr. Eaheart, Mrs. Day

The aims of the curriculum of the Department of Music are:

- To give students a sound musical education by providing technical instruction in theory and applied music.
- To equip prospective teachers with the necessary background, attitudes, and standards for teaching music in the public schools.
- To provide prospective music supervisors with a mature understanding of the elements of music, a philosophy of music education, teaching skills, and satisfying skills in public performance.
- To develop in the student body as a whole an appreciation of the values of music through experiences in listening and in performing.

The Major

The requirements for a major in Music are:

111-112-113	.....Ear-Training, Sight-Singing, and Harmony.....	15 credits
201-202-203	.....Advanced Ear-Training.....	6 credits
311	.....Harmony	3 credits
231-232-233	.....Class Instrumental Instruction	6 credits
or		
241, 242, 243	.....Class Voice Instruction	
321	.....Musical Form	3 credits
341	.....Conducting	3 credits
401-402	.....History of Music	6 credits
421	.....Instrumentation	3 credits
Three years participation in Band, Orchestra, or Chorus.....		9 credits
Total.....		54 credits

Students interested primarily in vocal music will be required to earn at least six hours in instrumental study, Music 131, 132, 133 or 231, 232, 233. Those interested primarily in instrumental music will be required to earn at least six hours in vocal music, Music 191, 192, 193 or 241, 242, 243 or participation in the College Choir.

Music 171, 172, 173 or 221, 222, 223 will be required of all music majors unless a proficiency examination in piano can be passed. Students should plan to meet this requirement during the first year so that inability to play the piano will not prove to be a handicap during the later years of study.

Students who major in music are required to have a minor of twenty-seven hours in any other field that they may choose.

Description of Courses

111, 112, 113—Ear-Training, Sight-Singing, and Harmony. (5 credits per quarter).

Correlation of Ear-Training, Sight-Singing, and Harmony by drill and study in scale and interval singing and writing, development of major and minor chord feeling, rhythmic and melodic dictation, four-part writing and harmonization of given melodies and figured basses. Five hours lecture.

121—Music in the Elementary School. (3).

A study of all types of music and methods suitable for furthering appreciations and creative expression in children in grades one through six. The child voice in singing; rhythmic and melodic expression; introduction of notation and the functional approach to tone time; and theory teaching. Observation in the training school is conducted from time to time. Three hours lecture.

122—Elementary Music Appreciation. (3).

A study of the types of music suitable for developing in the child a love for and an appreciation of music. Three hours lecture.

131, 132, 133—Band and Orchestra Instruments. (2 credits per quarter).

Class instruction in band and orchestra instruments designed for students with no previous musical training. One hour lecture; two hours laboratory.

201, 202, 203—Ear-Training. (2 credits per quarter).

Further development of chord and tonal feeling through dictation in choral style. Study of all chords. Further rhythmic development through reading and dictation. One hour lecture; two hours laboratory.

211, 212, 213—Harmony. (3 credits per quarter).

Study of scale formations, triads, dominant seventh chords and resolutions. Four-part writing and harmonizing given melodies and basses. Principles of modulation. Key-board drill. Three hours lecture. Prerequisite: Music 103 or equivalent.

221, 222, 223—Piano Class Instruction. (2 credits per quarter).

Opportunities are offered for class procedures using the piano and individual practice key-boards. One hour lecture; two hours laboratory.

Note. Credit in this course toward a degree will not be allowed for less than the full year's work.

231—Class Instruction in Wood-Wind Instruments. (2).

Course designed to give prospective teachers a working knowledge of the Wood-Wind instruments. One hour lecture; two hours laboratory.

232—Class Instruction in Brass Instruments. (2).

Course designed to give prospective teachers a working knowledge of the brass instruments. One hour lecture; two hours laboratory.

233—Class Instruction in Stringed Instruments. (2).

Course designed to give prospective teachers a working knowledge of the string instruments. One hour lecture; two hours laboratory.

241, 242, 243—Class Voice Instruction. (2 each quarter)).

The principles of proper vocal technique, posture, breath, support, diction, tone-production. One hour lecture; two hours laboratory.

Note. Credit in this course toward a degree will not be allowed for less than the full year's work.

311, 312, 313—Harmony. (3 credits per quarter).

Ninth, eleventh, and thirteenth chords. Altered chords. Continued modulations. Non-harmonic tones. Analysis. Original composition. Three hours lecture.

321—Musical Form. (3).

Study of the structure of music. The period and its divisions. Two and three-part song forms. The suite, the sonata, the rondo, and various dance forms. Three hours lecture.

322—Analysis. (3).

Harmonic and formal analysis of standard piano, choral, and orchestral works. Three hours lecture.

323—Score Reading. (3).

Analysis and interpretation of classical and romantic sonatas, symphonies and chambers music works. Reading of full scores. Three hours lecture.

341—Conducting. (3).

Study of the fundamentals of conducting in both choral and instrumental fields. Individual practice in conducting. Each student is given the opportunity to conduct vocal and instrumental groups. Three hours lecture.

342—Choral Techniques. (3).

This workshop course provides practical experiences in ensemble singing and in conducting rehearsals and performances. Theory and practice of correct voice placement, breathing, intonation, phrasing, diction, interpretation; discussion of methods of group instruction, materials, standards.

401, 402—History of Music. (3 credits per quarter).

A study of the development of the significant musical styles with special attention to the individual contributions of the major composers. Music representative of the various epochs heard through extensive use of phonograph recordings. Three hours lecture.

403—Music Appreciation. (3).

A course for those interested in the aesthetic value of music. Discussion of various musical styles and extensive use of phonograph recordings. Three hours lecture.

411, 412, 413—Counterpoint. (3 credits per quarter).

Various species of counterpoint in two, three, and four parts. Free imitation. Three hours lecture.

421—Instrumentation. (3).

A study of the compass, possibilities, and tonal characteristics of orchestral and band instruments. Arranging for various types of small ensembles. Three hours lecture.

422—Orchestration. (3).

Piano and organ compositions in the larger forms arranged for full orchestra. (Prerequisite: Music 421 or instructor's consent.) Three hours lecture.

423—Band Arranging. (3).

Original and given melodies arranged for a full band. Band transcriptions of orchestral works. Problems of balance, tone color, and phrasing. (Prerequisite: Music 421 or instructor's consent.) Three hours lecture.

251, 252, 253, 351, 352, 353, 451, 452, 453. College Band. (1 credit per quarter).

254, 255, 256, 354, 355, 356, 454, 455, 456. College Orchestra. (1 credit per quarter).

Students of stringed and wind instruments have opportunities for sight reading and band and orchestral routines in these two organizations. Standard overtures, suites, and symphonies are studied and performed. Two hours laboratory.

261, 262, 263, 361, 362, 363, 461, 462, 463—College Choir. (1 credit per quarter).

The more capable vocal students are selected for the choir. Standard choral literature is studied. Two hours laboratory.

171, 172, 173, 271, 272, 273*—Piano. Individual Lessons. (2 credits per quarter).

Hours arranged.

Note. Credit in this course toward a degree will not be allowed for less than the full year's work.

181, 182, 183, 281, 282, 283*—Orchestral Instruments. Individual Lessons. (2 credits per quarter).

Hours arranged.

191, 192, 193, 291, 292, 293*—Voice. Individual Lessons. (2 credits per quarter).

Hours arranged.

Note. Credit in this course toward a degree will not be allowed for less than the full year's work.

Education 400—Materials and Methods in Music. (3).

Course designed to acquaint prospective teachers with materials and procedures for development of class music study. Organization and administration of school choruses, glee clubs, bands, and orchestras. Choral and instrumental literature; special productions and performances. Three hours lecture.

*Students registered for private instructions meet two laboratory hours each week in a class designated by the instructor.

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

Mr. Hughes

Mr. Crumbaugh, Mr. Wilkinson

The major in this department consists of 36 hours in the following prescribed courses to be taken in sequence, and 9 hours in Sociology.

For those taking the pre-medical, or the pre-law program of studies, the following electives are recommended—112, 213, 311, 312.

For those taking the pre-engineering program, and those preparing for careers in business and industry, the following electives are recommended—112, 211, 212, 213.

For those preparing to teach, the following are recommended as electives in addition to the certificate requirements—113, 213, 313, 413.

Freshman (The orientation unit)

Philosophy III—Introduction to the Study of Man. (3).

Orientation toward a philosophy of life based upon scientific studies of heredity and environment. The inherited capacities of man, their natural uses and their abuses, as the factors that account for the history of the individual and of the race.

Psychology 112—(formerly Education 200) General Psychology. (3).

The mental structure; the functions of the muscular-glandular system, the sensory systems, and the nervous system, in behavior.

Psychology 113—General Psychology (continued). (3).

Mental dynamics: efficiency, reasoning, emotional balance, conditioning, memory and imagination, mental growth and maturity.

Sophomore (The vocational and social unit)

Psychology 211—Psychology of Vocational Adjustment. (3).

A study of the abilities, interests, and personal qualities that should determine the choice of a vocation, by means of a battery of personality tests, and tests of scientific, musical, business, art, and mechanical aptitudes. Readings and reports are required. Fee of \$1.00 to cover cost of materials.

Psychology 212—Psychology in Business and Industry. (3).

Attitudes, morale, skill, motivation, and other psychological factors important in business and industry.

Psychology 213—(formerly Sociology 312) Social Psychology. (3).

A study of the influences of group behavior and cultural traditions upon the individual's vocational, domestic, and social adjustments.

Junior (The personal adjustment unit)

Psychology 311—(formerly Education 303) Psychology of Personality (3).

A study of the origins of psychological traits, and of their development into normal patterns of personality.

Psychology 312—Psychology of Behavior Disorders. (3).

Descriptions and interpretations of types of behavior deviating from the normal.

Psychology 313—Psychology of Exceptional Children. (3).

Home and school problems of handicapped, retarded, emotionally unstable, precocious, or gifted children.

Senior (The philosophical unit)

Philosophy 411-412—Historical survey of philosophical thought. A study of the systems of thought associated with the great names in western philosophy, and their connections with political and social circumstances.

Philosophy 411—Ancient and Medieval Philosophy. (3).

Philosophy 412—Modern Philosophy. (3).

Philosophy 413—Philosophy of Education. (3).

How a philosophy of education suited to the intellectual and emotional needs of man, and consistent with the ideals of democracy, can be derived from the study of literature and the fine arts, world history, science, and human relations.

DEPARTMENT OF PHYSICAL SCIENCES

Mr. Hayden

Mr. Ijams, Mr. Holmes, Mr. Fox, Mr. McNees, Mr. Lucas, Mrs. Murphy

The objectives of the physics and chemistry courses are threefold:

- a. To prepare teachers of those subjects for high schools in our area.
- b. To give thorough and adequate training to premedical, prepharmacy, pre dental, and preengineering students.
- c. To cover the basic needs of those who wish to specialize in this field.

The Major. Students majoring in chemistry must select 48 quarter hours from courses listed in this catalog. General Inorganic Chemistry (course 111, 112, 113) is required of all students who major in the physical sciences. The required courses for a major in chemistry are:

1st Year. Chemistry 111, 112, 113; Math. 111, 112.

2d Year. Chemistry 211, 212, 213; or Chemistry 321, 322, 323; or Physics 211, 212, 213; and Math. 113.

3d Year. Chemistry 321, 322, 323; or Chemistry 411, 412, 413; or Chemistry 421, 422, 423; or Physics 321, 322, 323; and Math. 211, 212, 213 if Physical Chemistry (411, 412, 413) is elected.

4th Year. Chemistry 411, 412, 413; or Chemistry 421, 422, 423.

A student may satisfy the requirements for a physical science major by electing 48 hours from the physical science courses offered.

The Minor. In addition to the major, each student must select as a minor a second field of concentration in another department, and must complete such courses as that department may designate for this purpose. This usually will consist of approximately 27 credit hours of which 9 or more must be in courses numbered above 299.

Students who plan to become high school science teachers are strongly urged to elect one or more years of biology.

Minor and Physical Sciences. A student majoring in another field may satisfy the requirements for a minor in the physical sciences by completing not less than 27 hours of physical science courses, of which 9 hours are in courses numbered above 299.

Description of Courses

Aviation

110—Aerial Physics. (3).

This course deals with units and definitions; with scalar and vector quantities; motion; fluids at rest and in motion; work and energy; temperature and heat; transmission of heat; properties of gases; isothermal, and adiabatic processes; principles of the altimeter; air speed indicators; directional gyro; and other instruments. Three hours lecture per week.

111—Aerial Navigation. (3).

Introduction to maps and charts; latitude and longitude; Mercator and Lambert projections; study of the altimeter; compasses, and other navigational instruments. A study of pilotage, simulated flight problems, theory of dead reckoning time speed, distance in relation to simulated flight problems in dead reckoning. Three hours lecture per week.

112—Pilot Meteorology (3).

Meteorological elements; weather maps and measuring of map symbols; lapse rates; pressure gradients; air masses; fronts; weather associated with warm and cold fronts; general and local circulation of the atmosphere; thunderstorm and icing conditions. Three lectures per week.

Chemistry

111, 112, 113—General Inorganic Chemistry (4 credits per quarter).

This course is open to all freshmen and must be taken by all who major in chemistry. This course is a comprehensive study of the basic laws and principles of general chemistry. The important metals and non-metals are covered. Conference periods are arranged for those who have not had high school chemistry. Others, who are deficient, may attend these conferences. The laboratory for chemistry 113 is elementary qualitative analysis. College algebra is a corequisite for this course. Two hours lecture and four hours laboratory per week.

211, 212—Inorganic Qualitative Analysis (5 credits per quarter).

This course is recommended for chemistry majors in general and required for quantitative analysis (213, 421, 422, 423). It is presented from the semi-micro standpoint. The course includes a comprehensive study of metal ions, non-metal ions, alloys, and ores. Many problems are given to illustrate the theoretical and practical aspects of the field. Prerequisites: College algebra with a working knowledge of logarithms. Two hours lecture and six hours laboratory per week.

213—Elementary Quantitative Analysis. (5 credits per quarter).

This course follows courses 211 and 212, which are prerequisite. The course includes the more commonly used volumetric and gravimetric procedures. Enough theory and problems are given to intel-

ligently do the laboratory work. Two hours lecture and six hours laboratory per week.

321, 322, 323—Organic Chemistry. (4 credits per quarter).

This course may be taken after chemistry 111, 112, 113. The structure, names, properties, and uses of the most common classes of carbon compounds are discussed. Much time is given to type organic reactions. Prerequisite: Chemistry 111, 112, 113. Two hours lecture and four hours laboratory per week.

401, 402—Biochemistry (4 credits per quarter).

This course is designed to cover the fundamental physical and chemical mechanisms which are involved in the vital processes of the living organisms. Topics such as the foodstuffs, digestion, metabolism, the excretions, and the body tissues are considered, chiefly from the standpoint of human biochemistry. Prerequisite: Chemistry 321, 322, 323. Two hours lecture and four hours laboratory per week.

411, 412, 413—Physical Chemistry. (4 credits per quarter).

This course deals with important theories, laws, and subject-matter of physical chemistry. Many problems and laboratory experiments are given to illustrate these principles. Prerequisites: College algebra with a good knowledge of logarithms, physics 211, 212, 213, chemistry 211, 212, 213. Calculus is desirable. Two hours lecture and four hours laboratory per week.

421, 422, 423—Quantitative Analysis. (4 credits per quarter).

An advanced course in volumetric and gravimetric analysis. Calibration of volumetric apparatus and weights are first considered. Theory of solutions, acidimetry and alkalimetry, solubility product principle, organic precipitants, oxidation and reduction theory, and electrometric methods are fully covered. Many problems and laboratory procedures are used to illustrate these principles. Prerequisites: Chemistry 211, 212, 213. Two hours lecture and four hours laboratory per week.

Physics

211—Mechanics. (4 credits per quarter).

First in a sequence of three courses involving a study of the principles of physics and their applications, with emphasis upon problems and experiments. Chief topics include: Measurement and units; force and motion; power and machines; dynamics of gases and liquids; mechanics of the air; properties of materials. Prerequisite: College algebra. Suggested corequisite: Trigonometry. Three hours lecture and two hours laboratory per week.

212—Magnetism and Electricity. (4 credits per quarter) .

A continuation of physics 211, covering the fundamental laws and theories of magnetism, electrostatics and current electricity, with emphasis upon problems and experiments. Prerequisite: College algebra. Suggested corequisite: Trigonometry. Three hours lecture and two hours laboratory per week.

213—Heat, Sound, and Light. (4 credits per quarter).

A continuation of physics 211 and 212, covering the modern theories of heat, sound, and light, and their practical applications. Topics include: acoustics; thermodynamics; bending of light waves; modern physics. Prerequisite: College algebra. Suggested corequisite: Trigonometry. Three hours lecture and two hours laboratory per week.

321—Advanced Magnetism and Electricity. (3 hours each quarter).

A continuation in greater detail of the basic principles and material offered in Physics 212. Applications to the field of engineering and advanced physics are particularly stressed. Electrostatics, electromagnetism, and circuit theory constitute the chief topics of study. Prerequisite: Physics 211, 212, and 213, Math. 113 and 311. Three hours lecture or its laboratory equivalent per week.

322—Fundamental Principles of Electronics. (3 hours per quarter).

An introductory study of the basic principles of the science of electronics. Particular emphasis is placed upon the modern application of electronics to both industry and research. Classroom and laboratory material is supplemented by visits to various broadcasting stations and industrial plants which make practical use of electronics in the conduct of their business. Prerequisite: Same as Physics 321. Three lectures or their laboratory equivalent per week.

323—Introduction to Radioactivity and Nuclear Physics. (3 hours per quarter).

A concise survey of the history and present state of our knowledge of the atomic nucleus. A lecture course primarily designed for students planning to undertake advanced work in the field of modern atomic physics. Prerequisite: Same as Physics 321. Three lectures per week.

DEPARTMENT OF SOCIAL SCIENCES

Mr. Johnson

Mr. Badger, Miss Brookes, Mr. Brown, Mr. Crane, Mr. Gordon, Mr. Miller, Mr. Mitchell, Mr. Noyes, Mr. Sisco,

Mr. Snyder

Scope and Aim

The social sciences include the closely related subjects of Economics, Geography, History, Political Science, and Sociology. They deal with that vast field of knowledge about man, and his social, political, and economic activities in their association or relationship to the parts of the earth on which he lives.

For the purpose of guidance and in order to provide students of the social sciences with more than one choice in completing the hours of work necessary in their major department, required courses have been arranged into three coherent groups. Consequently, a student may select his major with special emphasis on Geography, History, or in the general field covering all branches of the department.

In addition to the student's major field he will select, in consultation with the head of the department not later than the close of his freshman year, a second field of interest, in which he will pursue courses in sequence during the remainder of his undergraduate work.

Departmental Requirements

1. The Army Map Service of Washington, D. C. has chosen the library at Memphis State College as a depository for some five thousand of its maps. These maps embrace all phases of social science work, and all students of the department will be directed to use them

frequently.

2. The majority of the courses in the social science department are parts of a three-course series covering a year's work of coherent subject matter. All students are urged to complete all series started before graduation, and are required to complete any series started before beginning another at the same level in the same field of work.

3. All students taking 300 and 400 courses in the department are required to demonstrate their ability to do work satisfactory for graduation. This requirement may be met in junior and senior courses by the satisfactory completion of a written paper or other types of individual work of an equal nature.

4. Geography 121-122-123, and history 111-112-113 are the only courses in the department open to freshmen. History 221-222-223 are prerequisites for all 300 and 400 courses in history.

5. A student may minor in the Social Science Department by (1) taking one year of European History, one year of American History, one year of geography, and one quarter of Political Science; or (2) by taking 27 hours in one subject in the department, nine of which must be above 299.

6. All students majoring in the Social Sciences will follow the same sequence for the first two years. At the beginning of the junior year, each major will start his specialization, following the sequence given for the selected field.

Subjects required for the first two years:

1st Year. Geography 121, 122, 123; History 111, 112, 113.

2nd Year. Geography 221, 222, 223; History 221, 222, 223; and 9 hours in Economics, or Political Science, or Sociology.

Major in Geography

3rd Year. Geography 321, 322, 323; and two of the three 9 hour groups: Economics 211, 212, 213; Political Science 221, 222, 223; Sociology 211, 212, 213, not taken in 2nd year.

4th Year. Geography 413, 414, 415 or 421, 422, 423.

Major in History

3rd Year. 9 hours of history in 300 sequent courses; and two of the three 9 hour groups: Economics 211, 212, 213; Political Science 221, 222, 223; Sociology 211, 212, 213, not taken in 2nd year.

4th Year. 9 hours of history in 400 sequent courses.

Major in General Social Sciences

A student may major in the general field of social sciences by substituting 9 hours of psychology for geography or history in the senior year.

Descriptions of Courses

Economics

211—Principles of Economics. (3).

This course introduces the student to certain established principles in the field of economics. It is designed to cover extensively the major aspects in production, distribution or marketing, and finance.

In addition, a study is made of the causes of business fluctuations, pricing methods, and in international trade.

212—Principles of Economics. (3).

This course continues with the principles of economics, and an attempt is made to see how these principles work in actual practice. It also includes an impartial study of different comprehensive economic systems, such as liberalism, communism, and others.

213—Principles of Economics. (3).

This course deals with the economic aspects of different forms of government financing, control of the business cycle, monopolistic practices, and other classical and current economic problems.

311—Agricultural Economics. (3).

The objectives of this course are to present the most important economic problems in the great agricultural area of the Mississippi Valley and to analyze them in the light of fundamental economic principles.

Topics for study: factors controlling production and consumption of economic products; rural economic problems; farm incomes; low standard of living; tenancy; land ownership; the one-crop system versus diversified and self-sustaining agriculture; warehousing, transporting, and marketing farm products; government agencies and regulations as applied to farmers and farm products; trends and outlook for agricultural output.

312—Labor Problems. (3).

A survey of the field of labor economics.

Topics for study: Industrial warfare and conciliation; organization and policies of labor unions; profit sharing and industrial co-operation; immigration; factory legislation; the sweatshop; child labor; female labor; employers' liability and workman's compensation; industrial insurance; old age pensions; the minimum wage; unemployment; industrials and trade education.

313—Population. (3).

A survey of the population pattern of the world with special emphasis on the United States.

Topics for study: the growth and distribution of population; relation of numbers to resources; productive capacity; standard of living; prosperity and international prestige; the dynamic aspects of population in relation to material and moral progress; critical considerations of population theories and policies.

Geography

121—Introductory Geography: Human Adjustments to Environmental Factors. (3).

The three courses, 121, 122, and 123, constitute a one-year sequence for students majoring in the subject as well as those specializing in other fields. Their scope embraces a descriptive and analytical survey of man's occupation and use of the earth, particularly his leading activities and basic interrelations as they concern the various phenomena of the natural environment. Lectures will be supplemented by field trips, laboratory assignments, and lantern slides.

Topics for study in first course: Population pattern of the world, the changing environment due to natural and human agencies, and man's relation to climate, soils, and the hydrographic factors.

122—Introductory Geography: Industrial and Commercial Activities. (3).

A study of man's relations to land forms, minerals, the biotic factors, and space relationships; and of his major economic activities including hunting and fishing, grazing, agriculture, and forests.

123—Introductory Geography: Industrial and Commercial Activities. (3).

A study of the leading saxicultural and manufactural areas of the world, and their associated trade regions, trade routes, and trade centers.

221—The Western Hemisphere. (3).

A brief survey of the people and their activities in their environmental setting in selected regions.

North America: Coastal plains, Appalachian highlands, Interior plains, Southern interior highlands, Rocky Mountains, Intermontane highlands, Pacific lowlands, Alaska, British North America, and Spanish North America.

South America: Andean highlands, Interior lowlands and associated uplands, Eastern highlands and associated plains.

222—The Eastern Hemisphere. (3).

This course is a continuation of Geography 221.

Eurasia: The Central European barrier and gateways, Mediterranean lands, Indian Ocean borderlands, Pacific Ocean borderlands, Northwest highlands, West central highlands and lowlands, Interior and Northern plains. Africa: The Northern highlands and basins, Eastern highlands, Southern highlands and basins. Australasia and Antarctica: Australian continent, Pacific Islands, and Antarctica.

223—South America. (3).

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations are stressed.

Topics for study: Historical background and discovery, natural geographic regions, climatic conditions, development of the people; economic products by political divisions.

314—Historical Geography of the United States. (3).

A study dealing with the geography of the United States during certain selected phases of its development by the white man.

Topics for study: The colonization period; the Atlantic Seaboard at the opening of the nineteenth century; the Ohio River and lower Great Lakes Regions to 1830; The New Northwest, 1820-1870; the Great Plains and bordering regions, to 1879; from the Rocky Mountains to the Pacific Coast to 1870.

315—Conservation of Natural Resources. (3).

Current problems dealing with the conservation of soils, minerals, forests, waters, wild life, and the natural beauty of the earth.

316—The South. (3).

A study of the geographic-economic aspects of the South with special emphasis on the relation of the various cultural phenomena to the complex of the natural environment.

Topics for study: The population pattern, transportation facilities, agriculture, basic raw materials, power resources, manufacturing, and urbanization in the South.

321—Tennessee. (3). or (4 with Field Work).

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region.

322—Eastern Anglo-America. (3).

An analytical study of the leading activities in each of the major geographic regions of the Eastern United States and Canada from the point of view of the complex of the natural environment. Inter-relations among regions are stressed.

323—Western Anglo-America. (3).

An analytical study of the leading activities of Alaska and Western United States and Canada from the point of view of the complex of the natural environment. Inter-relations among regions are stressed.

413—Physiography. (3).

A course of practical value to students of geography and other related sciences, consisting of a study of the land forms, their changes, and their relation to man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influence on the distribution of population.

414—Climate and Man. (3).

A course dealing with climatic factors and the relation of man to each.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecasting; life in the different heat zones and the density of population in each; effects of same on vegetation; waves, currents, and tides.

415—Field Work and Cartography. (3).

A course dealing with the observation, recognition, representation and analysis of geographic phenomena both cultural and natural.

421—Western Europe. (3).

A course dealing with the relationships between the people of a particular region and their natural environment, the interrelations among unit areas, and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent. England: north-eastern metallurgical area, northwest industrial area, Sheffield and

Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, southern Wales, and Ireland. France: Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula.

422—Central and Eastern Europe. (3).

This course is a continuation of Geography 421.

Topics for study: Belgium, Holland, Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Neckar area, Black Forest and Bavaria, Russia, new Baltic states, Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan, Italian, and Iberian peninsulas.

423—Asia. (3).

A rather detailed study of the geographic regions of India, China, and Japan and a brief survey of the other regions of the continent.

Emphasis is placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievements in regional technique.

History

✓ **111—European Civilization to 1300. (3).**

This is the first of three courses designed to provide a background of material for other fields as well as history, on the development of the political, economic, intellectual, and artistic aspects of European culture. It begins with the contributions of the Greek city states and of the Roman empire. Continuing with the disintegration of that state and society, the course then deals with the rebuilding of a high civilization in western Europe which culminated in the achievements of the twelfth and thirteenth centuries.

✓ **112—European Civilization, 1300-1789. (3).**

Special emphasis is placed on the Renaissance and the Reformation, the development of the leading states of modern Europe and the competition for over-seas empires. The course continues with a discussion of the economic and intellectual ferment of the eighteenth century.

✓ **113—European Civilization Since 1789. (3).**

Beginning with the overthrow of the Old Regime in Europe as the result of the French Revolution and the work of Napoleon, the course continues with the progress of nationalism and liberalism throughout the nineteenth century. The new industrialism and imperialism, international rivalry, World War I, the peace settlement and the conflicting ideologies behind World War II are surveyed.

✓ **221—United States to 1800. (3).**

The first of a series of three courses which present a survey of United States history from the period of discovery to the present. Following a brief survey of European conditions at the time of Columbus, attention is given to the exploration and settlement of North America. Colonial development, political, economic, and social conditions are surveyed.

✓ **222—United States from 1800 to 1868. (3).**

A continuation of History 221. A survey of the War of 1812 and

its background is followed with a study of the period of nationalism, the rise of Jacksonian democracy, sectional conflict, and the Civil War and reconstruction.

✓ 223—United States since 1868. (3).

A continuation of History 222. Special emphasis is given such topics as the tariff, the greenback and silver questions, agrarian discontent, rise of the big business, and government efforts to control business and commerce. The wars and their background are briefly surveyed and the liberal movements including the New Deal are discussed.

✓ 301—History of England to 1603. (3).

This course begins with the physical features of the British Isles and the fusion of Roman, Anglo-Saxon, and Norman contributions to medieval English civilization. Particular attention is given to constitutional development and the significant achievements of the Tudor period.

✓ 302—History of England, 1603-1783. (3).

Discussion of the constitutional experiments of the seventeenth century is followed by a study of the rise of political parties and of the cabinet system in conjunction with the unrepresentative parliament of the eighteenth century. Attention is also given to the founding of the first British empire, the dominant position of Great Britain in international affairs in the eighteenth century, and the fall of the first empire as a result of the American rebellion.

✓ 303—History of England Since 1783. (3).

The striking achievements of the Victorian era in economic, social, and political reform are stressed as well as Great Britain's role in the international relations of the European states. The course deals also with the principles and practices involved in the creation of the second British empire and in the development of the British Commonwealth of Nations. Attention is given to the progress of the Labor party program after World War I.

✓ 311—History of Greece. (3).

The rise of the Greek city states, contributions of the Greeks to world thought, the empire of Alexander the Great, Hellenistic civilization.

✓ 312—Rome and the West. (3).

The Roman conquest of Italy and organization of the Republic are studied as a prelude to the successful imperialism of the first century A. D. The history of the disintegration of the empire is accompanied by emphasis upon the permanent contributions made by Rome to Western culture.

✓ 313—Medieval Civilization. (3).

A record of the successful rebuilding of a civilization after the disintegration of the Roman empire. The twelfth and thirteenth centuries are studied in cross-section through the economic life of manor and town, the political conflict between the international church-state and the developing monarchies, the intellectual achievement of the universities, literature, and the fine arts.

321—The Colonial Period, 1492-1775. (3).

An intensive study of the European background of American History, followed by a detailed study of the settlement and development

of each English colony. Special attention is given economic and social life, population and labor, agriculture and land tenure, commerce and industry, imperial supervision, the colonial churches, and the manners and customs of the people.

322—The Constitutional Period, 1775-1816. (3).

An intensive study of the forces, ideals, and persons involved in the drafting, ratifying, and establishing of the Constitution. The nature of the Union and the early crises through which the Union passed until the triumph of the broad interpretationists following the close of the War of 1812 are studied in detail.

323—Nationalism to Secession, 1816-1860. (3).

A detailed study of the rise of nationalism, the bank issue, the tariff, public land policies, internal improvements, the rise of the common man, political parties, and the slavery question with its resultant secession.

331—American Foreign Policy to 1865. (3).

A course designed to present the foreign policy of the United States beginning with the background of the first American alliance with France in 1778 and including a diplomatic treatment of the part played by commercialism, expansion, and sectionalism in the shaping of American foreign policy to the post-bellum diplomacy of 1865.

332—American Foreign Policy Since 1865. (3).

A continuation of History 331 dealing with the following topics: The settlement of the "Alabama" claims; fisheries, the seal trade and the Alaskan boundary; expansion in the Caribbean and the Pacific including the reassertion of the Monroe Doctrine, the war with Spain, the Panama Canal, and politics in the Pacific; intervention in Europe including American failure at neutrality; Wilson and the World War, America and the League of Nations; Pan Americanism, the Washington Conference and Disarmament, the Sino-Japanese conflict, war debts and reparations; and the breakdown of American isolation.

333—Characteristic Personalities of American History. (3).

American history biographically considered. Each student is required to make a comprehensive and critical study of an outstanding American, and to present and defend his paper to the class. Elementary research procedures are emphasized.

401—The Far East to 1890. (3).

This course begins with an introduction to the basic geographic, racial, political, economic, and cultural institutions of China and Japan. Attention is then given both to the associations of the East and the West, and to the internal developments of China and Japan. The Course closes with the period of intense economic and political penetration of the East by the Western powers at the close of the nineteenth century.

402—The Far East since 1890. (3).

A continuation of History 401. Special emphasis is laid upon such topics as the partition of China into spheres of influence, the Korean question, the emergence of Japan as a world power, revolutionary China, the First World War, and its aftermath leading to the Second World War.

✓ 403—Russian History. (3).

This course traces the developments in Russian history from the early times to the present. A survey of early Russian history will be presented, while a more intensive study of modern and contemporary Russia will be offered. Such topics as Russian autocracy, imperialism, expansion, and economic developments will be presented. Especial emphasis will be laid upon Russia as a nation looking both to the Orient and the Occident.

✓ 411—French Revolution and Napoleon. (3).

The intellectual leadership of France and the political and economic failure of the French monarchy in the eighteenth century are discussed as the background of the French Revolution. The course also deals with the Napoleonic era as it consolidated some of the achievements of the Revolution in France and undermined the Old Regime in Europe.

✓ 412—Europe from 1815 to the Twentieth Century. (3).

The study of the reorganization of European affairs in 1815 is followed by that of the attempts to upset that settlement. Special attention is given to the type of nationalism and liberalism involved in the creation of modern Italy and of the German empire. Characteristic developments in Great Britain, France, Austria, and Russia, and the disintegration of the Ottoman empire, are also studied.

Prerequisite: History 113 or its equivalent.

④ 413—Europe from Background of World War I to Present. (3).

A discussion of the theory and practice of modern imperialism, the alliance system, and other aspects of the background of World War I is followed by a study of the peace conference, the League of Nations and the search for security. The problems of post-war France and Great Britain are compared with those leading to the establishment of dictatorships in Russia, Italy, and Germany.

421—Civil War and Reconstruction, 1860-1896. (3).

An intensive study of the generation following the War Between the States, which begins with the Civil War and continues through the "Age of Hate." Topics discussed include: the fruits of victory, the tariff issue, Civil Service Reform, railroad expansion, agriculture development, and industrialism.

422—Domestic Reforms and World War I, 1896-1918. (3).

This course begins with McKinley—his policies of reserve at home, but of action abroad, and continues with Roosevelt's energetic domestic reforms and foreign aggression, Taft and legalism, the Wilsonian economic reformation, the "War to end Wars," and concludes with the restoration of peace.

423—Recent American History Since 1918. (3).

This course begins with the Paris Peace Conference and the League of Nations, continues with America's return to Normalcy, the golden twenties, the depression, the New Deal, and ends with the waging of a two-ocean war.

431—Tennessee. (3).

The early development of the Old Southwest is briefly surveyed. The political, economic, and social development of Tennessee from 1769 to 1861 is emphasized. A detailed study is made of the land ques-

tion, Indian affairs, internal improvements, early educational development, the Constitutional Convention of 1834, the slavery controversy, and secession.

432—The Old South. (3) .

This course begins with a study of the colonial South and traces its history to secession. It involves a detailed study of the economic and social patterns of the South in their relation to Southern ideology. Special attention is devoted to the Southern political leader and the relation of slavery to his thought and political ideas.

433—The West. (3).

A detailed study of the significance of the West in American History. It embraces the influence of the West on internal improvements, the Public land laws, the Louisiana Purchase, the rise of nationalism, the War with Mexico, and the relation of the West to the slavery question and to the division of the Union in 1860-61.

Political Science

221—National Government. (3).

A survey of the United States government under the Articles of Confederation followed by a rather intensive study of the government under the Constitution. The organization and functions of the departments of the government are stressed. Some attention is also given to such topics as citizenship, suffrage, and elections.

222—State and Local Government. (3).

A study of state, county, and city government in the United States, with special reference to Tennessee. State constitutions and governmental structure are given detailed examination. Modern trends in both state and local government are stressed. Special emphasis is placed upon problems of Tennessee government.

223—Political Parties. (3).

After a rapid survey of the development and contributions of American political parties, an intensive study is made of such topics as party organization, nomination methods, campaign methods, ballots and voting, and party machines and political bosses. Prerequisites: History 221, 222, 223.

Sociology

211—Principles of Sociology. (3).

A study of the functional aspects of society.

Topics for study: The method of science applied to social phenomena, man as a social being, nature of social relations, processes of social change, group control of members, nature of social institutions, the person and his problems.

212—Rural Sociology. (3).

A study of rural life in the United States.

Topics for study: The rural population, rural social organization, social processes in rural society, rural social experience and personality formation, rural social institutions, emerging problems in a rural-urban setting.

213—The Family. (3).

A study of the family in modern American society.

Topics for study: The natural history of the family, marriage and the development of personality, family organization and disorganization, social change and the family, future of the family as a social institution.

311—Social Control. (3).

A study of social control with respect to its sociological aspects.

Topics for study: The fields and methods of social control, forms of social control, evolution of the various types, contemporary problems of social control.

312—Social Attitudes. (3).

A study of attitudes as products of social interaction.

Topics for study: Genesis and organization of attitudes, typical attitudes, social attitudinal traits, applications of the wish-quadruplet theory, complexes of attitudes.

313—Criminology. (3).

A study of crime and the criminal.

Topics for study: Causes and manifestations of crime, case studies of criminals in their social milieu, theories of crime and punishment, analysis and evaluation of penal methods, agencies of rehabilitation and adjustment.

HONOR ROLL

Spring Quarter, 1946-47

	Honor Points		Honor Points
Beaty, A. Jackson.....	180	Thornton, James W.....	135
Johnson, Joseph Ezra.....	180	Agnew, Doris Elaine.....	135
Sabel, Franchon Gordon.....	180	Couglan, Virginia Mae.....	130
Applewhite, Thomas B.....	165	Crone, Elouise Geneva.....	130
Cowan, John Jay.....	165	Duncan, James Thomas Jr. 130	
Dougan, Robert E.....	165	Genz, William D.....	130
Hobby, Robert J.....	165	Heninger, Robert Earl.....	130
Dillard, Lena M.....	160	Rosenberg, Frieda.....	130
Ginn, Bobby H.....	160	Smith, Fern Dean.....	130
Marble, Marcus M.....	160	Bluestein, Lawrence.....	125
Roblyer, Leslie F.....	160	Carroll, Parker L.....	125
Cates, Bernard M.....	155	Epting, Carrie Jean.....	125
Cooley, Shirley Lucille.....	155	Gibson, William LaFayette 125	
Embry, James Carl.....	155	Mankin, John Charles.....	125
Riley, Joseph R.....	155	Murphy, Arthur B.....	125
Yowell, Grover M.....	155	Nease, Hilbert Howard.....	125
Allen, John L.....	150	Richards, Josephine Grace 125	
Ford, Robert M.....	150	Roberts, Lynn Harold.....	125
Green, Aubrey H.....	150	Robertson, James H.....	125
Hindman, Robert O.....	150	Sisk, John Robert.....	125
Lott, James G., Jr.....	150	Acree, N. D.....	120
Mitchell, Hays.....	150	Anderson, Edward L.....	120
Rooney, Joan.....	150	Avery, Nell.....	120
Webb, Robert M.....	150	Barrasso, Albert, Jr.....	120
Anderson, Mary Elizabeth 145		Boyd, Karl K.....	120
Bass, Grover R.....	145	Bruhn, Arthur Lewis.....	120
Hart, Judson J.....	145	Case, James W., Jr.....	120
Bagby, Burton Elkins.....	140	Drewry, Hazel Elizabeth.....	120
Burkett, George T.....	140	Eastridge, Charles Edwin.....	120
Clinton, Ike Rosser.....	140	Ewing, Jess D.....	120
Collins, Frank H.....	140	Hendrix Roy W.....	120
Cox, Erwin M.....	140	Imboden, Otis Jr.....	120
Crafton, Eugene C., Jr.....	140	Jones, Robert Luby.....	120
Fulgrum, Gloria.....	140	Katz, Ruth.....	120
Witcher, Roger K.....	140	Kyle, John K.....	120
Yager, Richard Daniel.....	140	Ledbetter, Billie Joe.....	120
Chance, Joe T.....	135	Mason, William N.....	120
Crawford, Dorothy B.....	135	Paine, William Troy.....	120
Forwalter, John.....	135	Phillips, Doris.....	120
Glascock, Idajean.....	135	Roberts, James Lamar.....	120
Gooch, Fairy Sibyl.....	135	Simonds, Mary Elizabeth.....	120
Grooms, Ray Malette.....	135	Spangler, Robert Hutton.....	120
Haire, Horace Russell.....	135	Stone, John Fred.....	120
Henry, Florence Alma.....	135	Talley, Morgan Shipp.....	120
McLister, Mary Jane.....	135	Walker, Barbara Jo.....	120
Riggin, Cecil W., Jr.....	135	Weschler, Arthur T.....	120
Sanderson, Harold M.....	135	Wilson, Mary Dell.....	120

HONOR ROLL

Fall Quarter, 1947-48

	Honor Points		Honor Points
Green, Aubrey H.....	180	Davis, Mary Louise.....	125
Smith, Francis E. Deanne	180	Holstein, Evelyn Wilma.....	125
Bruhn, Arthur L.....	175	Hoover, Billy B.....	125
Dabbs, Myrtle Jean.....	170	Smith, Georgia Lee.....	125
Riblyer, Leslie F.....	170	White, Martha Ray.....	125
Nash, Clinton Brooks.....	165	Yarbrough, Mrs. Jean L.....	125
Riley, Joseph R.....	165	Anderson, Jean Alice.....	120
Mueller, Charles Eugene.....	160	Colsky, Sol.....	120
Scrivener, Marion Pearl.....	160	Crawford, Dorothy B.....	120
Fite, Charles R., Jr.....	155	Dougan, Robert Evans.....	120
Abbett, William C.....	150	Edwards, Robert W.....	120
Coscia, Virginia Carolyn.....	150	Farrar, Ralph B.....	120
Crass, Jeff J.....	150	Frazer, Jack Berry.....	120
Haire, Horace R.....	150	Gaines, Chlorita.....	120
Imboden, Otis Jr.....	150	Ginn, Bobby H.....	120
Roe, Carl W.....	150	Henry, Florence Alma.....	120
Wells, George Reese.....	150	Higgs, Ted.....	120
Albert, Frank.....	145	Hobby, Robert J.....	120
Boschert, Myrtis Marie.....	145	Katz, Israel Charles.....	120
Couglan, Virginia.....	145	Light, Harry J., Jr.....	120
Phillips, Doris.....	145	Mason, William N.....	120
Collinsworth, Joyce.....	140	Mitchell, Hays.....	120
Cromer, Holloway Jr.....	140	Moriarty, Mildred.....	120
Poole, Peggy Anne.....	140	Steckel, William John.....	120
Scott, James Louis.....	140	Thornton, James W.....	120
Smith, Mary Rose.....	140	Wallace, Gordon Thomas.....	120
Snider, James Gardner.....	140	Wong, Pershing.....	120
Allen, Roberline.....	135	Carpenter, Juanita.....	115
Cady, Charles T.....	135	Clark, Clinton Webber.....	115
Dillard, Lena M.....	135	DeZonia, Robert Harris.....	115
Holman, Cecil B.....	135	Overton, Bettye Lynn.....	115
Horton, Thomas J.....	135	Shoffner, Joyce.....	115
Lott, James G., Jr.....	135	Tipton, Sarah Wilkins.....	115
McLaurin, Wayne.....	135	Yarbrough, Thomas C.....	115
Mitchell, Joyce.....	135	Argo, John Sherman.....	110
Sasso, Frank Vincent.....	135	Blockman, Betty.....	110
Williams, Ben D., Jr.....	135	Chapel, Imo Gene.....	110
Braly, Samuel U.....	130	Crawford, Verble.....	110
Connor, Mildred Emily.....	130	Dye, Gladys.....	110
Fields, Murray Lee.....	130	Fulgrum, Gloria Annette.....	110
Gustafson, Millard B.....	130	Glascock, Idajean.....	110
Russell, Johnnie M., Jr.....	130	Grooms, Ray M.....	110
Smith, Carl A., Jr.....	130	Harris, James J.....	110
Yowell, Grover M.....	130	Herring, Peggy Anne.....	110
Abernathy, Phyllis June.....	125	Johnson, Richard E.....	110
Ayers, June Rose.....	125	Pearson, Neva Pearl.....	110
		Schilly, John Frederick.....	110

GRADUATES—JUNE, 1947

Avery, Nell Ezell	Kirk, Arline
Baker, Raymond E.	Knight, Tristan Paul
Best, Martha Jane	Laster, Mildred Marie
Betterton, Nellie Louise	Lefkowitz, Celia Freiden
Buck, William H., Jr.	Malone, Richard Francis
Canon, Ruffin Sledge	May, Gus Jr.
Carter, Hazel Nadine	McGinnis, Martha Crenshaw
Clinton, Ike Rosser	Moore, Virginia Ruth
Cooley, Shirley Lucille	Mott, Mary Cathryn
Cuff, Doris Nell	Muskelly, Eunice Estelle
Drummond, James Fleming	O'Guinn, John Eldridge
Eaheart, Karl Frederic, Jr.	Pittman, William Gray
Edgington, Bernice Tuite	Poe, Audrey
Epting, Carrie Jean	Radd, Albert A.
Estes, Brodie Travis	Ray, Charles O., Jr.
Felt, Rosa M.	Ricketts, Maree Louise
Fennell, Royline Hall	Roberts, Olive
Galella, Eugene	Rosenberg, Frieda
Garrett, Mary Louise	Ross, Bobbie Jean
Gibson, Terry Friend, Jr.	Shelton, LaVerne Ophelia
Gilreath, Joseph S.	Smith, June Wilfreda
Griffin, Lillian Irene	Stevenson, Frances H.
Grooms, Harold Phillip	Taylor, Joe Gray
Hall, Mary Estell	Tilman, Betty Jean
Haltom, Clara Wray	Todd, Lisl T.
Harrison, Clyde Barker	Van Dresser, Fred H., III
Heath, Cheston Stevens	Wallace, Lucy Mae
Herbert, Ralph Wayne	White, Andrew Mi'ton
Herod, Mary Pearl	Whitten, Jean Marsilee
Hicks, Paul Verdayne	Williams, Annie M.
Hindman, Robert Orrell	Wilson, Fred Palmer
Jackson, William J., Jr.	Witcher, Roger Kenne'h
Keltner, Cecil Green	

GRADUATES—AUGUST, 1947

Anderson, Mary Elizabeth	McCullar, Elizabeth
Applewhite, Thomas Beasley	McDona'd, Stanley McFauld
Bagley, Guy L., Jr.	McLaurine, Bonnie Bilbrey
Baird, Harry Dean, Jr.	Merwin, Elizabeth
Barker, Etta Louise	Mohler, Charles Francis
Bryant, Helen L.	Nash, Mary Elizabeth
Burham, Daisy Elizabeth	Norton, John Wilson
Cates, Bernard M.	Rook, Willie Creeton
Chapman, Wilder A.	Sabel, Frances Gordon
Curlin, Dorothy Lee	Simmonds, Mary Elizabeth
Davis, Audrey Kennon	Smith, Fern Dean
Dinwiddie, Mary Jay	Smith, Jerry Wilson
Edwards, Beverly	Stafford, Luella
England, Mary Alice	Steel, Leslie
Freeland, Rebecca	Tate, Ella Mae
Gibson, Maurice Young, Jr.	Thomas, Julia Etta
Holland, Maynell	Vickery, Willie L.
Hudspeth, William Maurice	Wilhelm, William Clarence
Kirby, Virginia Frances	Wilson, Vera Jane
Langford, John Franklin	

WINNER OF THE WOMEN'S ASSOCIATION AWARD, 1947

Shirley Cooley

INSTRUCTIONS TO APPLICANTS FOR ADMISSION

- 1—If you are entering college for the first time, request your high school principal to mail an official transcript of your credits to the Registrar's Office, Memphis State College, Memphis 11, Tennessee. If you are transferring from another college, request the registrar to mail an official transcript of your credits to the Registrar of Memphis State College. This request should be made at the same time that your application for admission is mailed in, and **at least thirty days before the date you expect to enter**. Upon receipt of your application and the proper credentials from the last school or college attended, the Registrar will mail you a notice stating whether or not you have been approved for admission to Memphis State College. He cannot notify you of your acceptance until he has received proper credentials.
- 2—If you plan to live in one of the dormitories, make your room reservation at the time you apply for admission.
- 3—Become familiar with the College Catalogue, especially with the requirements of the curriculum you plan to follow and with the course offerings in the departments in which you will major and minor. Students are expected to hold themselves responsible for all information published in the Catalogue on such subjects as registration for and dropping of courses, class attendance, discipline, and student activities.
- 4—After you have been enrolled, the head of the department, in which you registered, will assign you to some member of his staff for counseling.

RE: PRESENT STATUS OF HOUSING ACCOMMODATIONS ON THE CAMPUS:

Room reservations for women students will be taken in the order in which applications are received.

At present, there are no vacancies in the Men's Dormitory. If you desire to live in the Men's Dormitory, make this known on your application. Do not send in the reservation fee. Your name will be placed on the waiting list.

Upon registration, married veterans are eligible to apply to the Memphis State College Housing Authority for an apartment.

APPLICATION FOR ADMISSION

to

Memphis State College

I hereby apply for admission to Memphis State College.

I was (or will be) graduated from

..... High School

of on, 194.....,
(Address)

with units.

In addition, I have completed quarter hours
of college work in College
and am entitled to honorable dismissal from all colleges
attended.

I wish to reserve a room in the men's....., women's.....,
dormitory for the quarter beginning

194..... I am enclosing three dollars room reservation fee,
which is to be applied to the rental of a room.

I expect to enter on, 194.....

I was born on at
(Month Day Year)

.....
(Town or County)

.....
(State)

.....
(Signature)

Address.....

Date.....

(Applicant should read preceding page for full instructions regarding application for admission.)

6-7375

